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health education
learning management

HELM Catalogue

January 2017

Produced in conjuction with
the University of Birmingham,
University Hospitals of Leicester NHS Trust
and Health Education England

UNIVERSITY OF BIRMINGHAM

University Hospitals of Leicester NHS
NHS Trust

NHS
Health Education England

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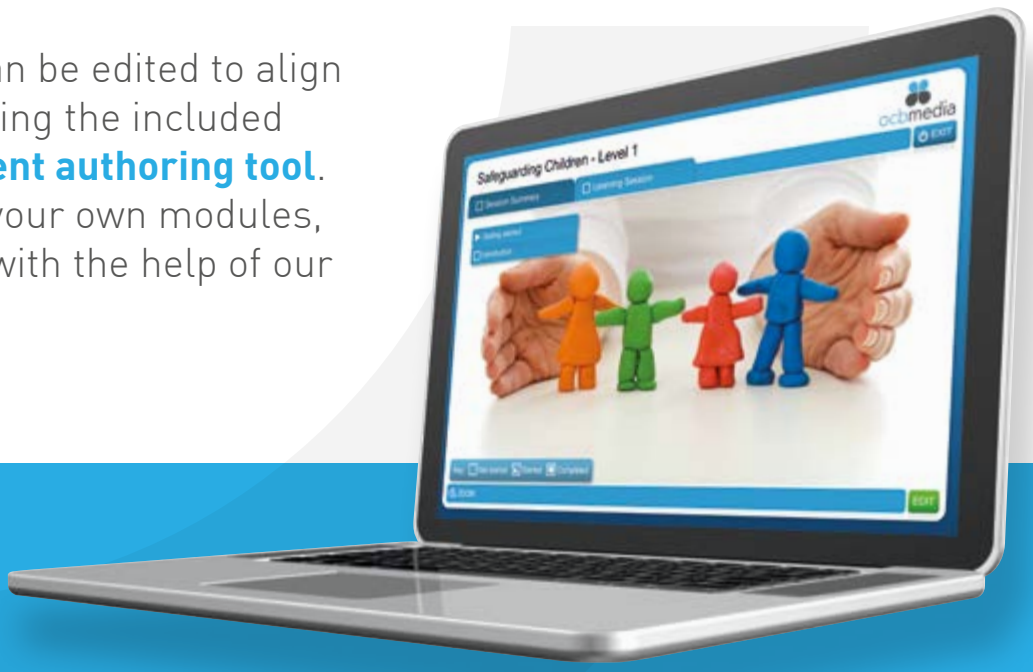
Deliver & manage the **Core Skills Training Framework, Care Skills Certificate, Leadership Training** and **Prescribing Competencies** to your team

HELM is a collection of SCORM compatible **e-learning modules** for use with your existing Learning Management System (LMS). If you don't have an LMS, or are considering a new one, HELM also includes a powerful LMS with **ESR data integration.**

All HELM modules can be edited to align with local practice using the included **nimble® Author content authoring tool**. You can even create your own modules, either by yourself or with the help of our authoring team.



OVERVIEW

The expanding portfolio of HELM modules have been developed in conjunction with the University of Birmingham, University Hospitals of Leicester NHS Trust and Health Education England. Designed to be flexible and fit in with the way your organisation works, all HELM modules are updated on a regular basis ensuring that you have the most up to date training available for your staff. HELM modules work on any SCORM compatible Learning Management System (LMS), including NHS OLM, Moodle and Kallidus.

- **Proven NHS track record**
- **All modules map to national and speciality guidance**
- **Over 1 million modules delivered to NHS staff**
- **Fully customisable**
- **SCORM 1.2 compliant**
- **Flash and HTML5 compatible – works on mobile devices and older computers equally well**

CONTENTS

Module Title: Action Effect Diagram

Module Overview:

Lots of people have great ideas about how to make improvements to care, but we've heard from many that it can be difficult to get from a great idea to putting something into practice.

We've created this e-learning module after listening and working with people who are trying to make improvements happen on the ground. We've seen the difficulties they can experience and in this (and other) e-learning modules we will present some tools that you can use to help you overcome these difficulties and get your ideas into practice.

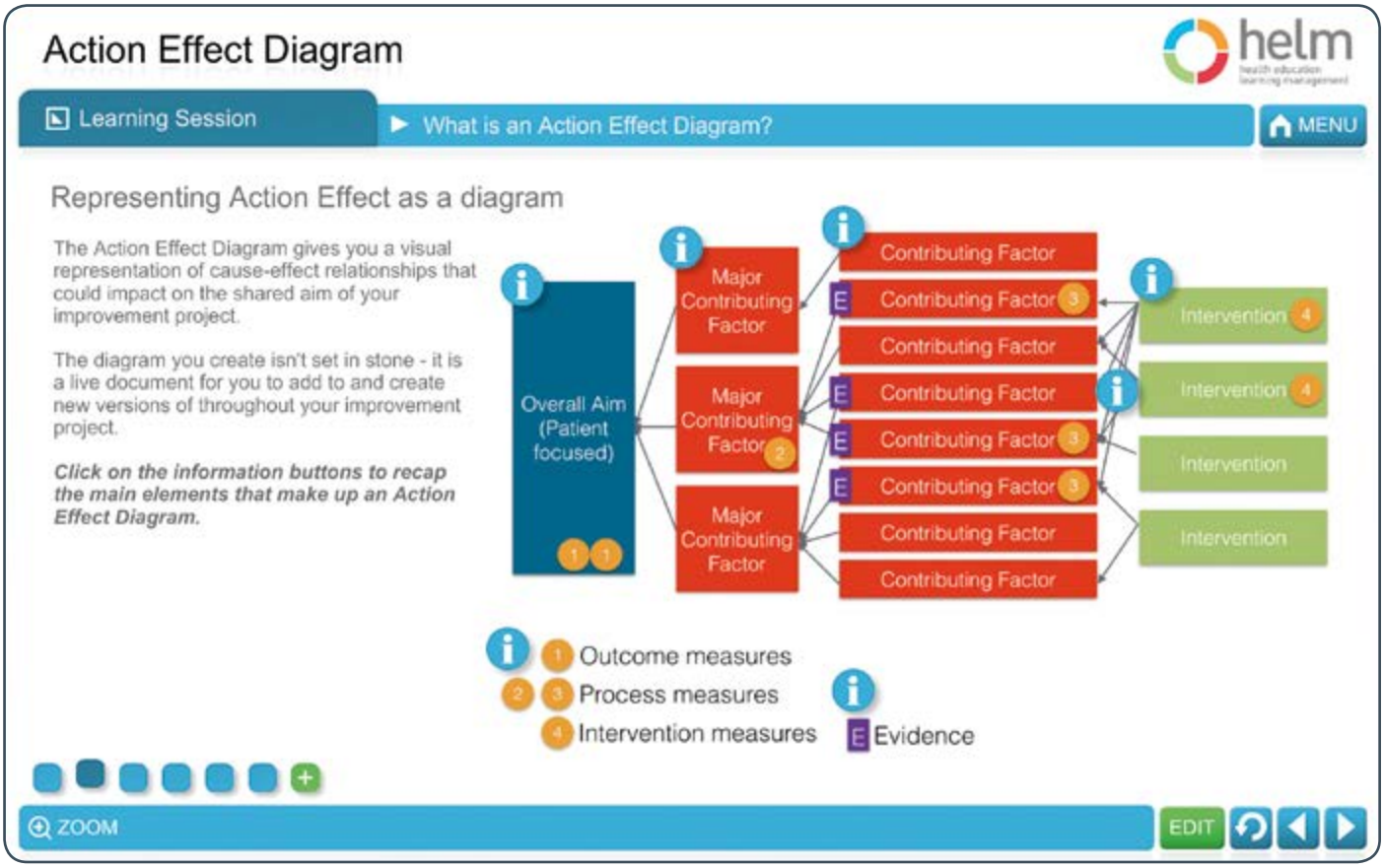
This module aims to offer you information on the Action Effect Method - a method you can use to bring people together, develop a shared aim, and plan and discuss the changes and improvements you can make.

It could be useful for anyone who has an idea for making changes in healthcare; this could include clinicians, staff working in the NHS but also patients, carers and the public.

Learning Objectives:

By the end of this module you should:

- Understand what the Action Effect Method is, and how to use it to improve or change something.
- Be able to practically apply the Action Effect Method in a health care setting.
- Visualise how your planned improvements link through cause and effect relationships to the shared aim.



Module Title: Mental and Physical Wellbeing

Module Overview:

Lots of people have great ideas about how to make improvements to care, but we've heard from many that it can be difficult to get from a great idea to putting something into practice.

Taking a holistic approach to your quality improvement initiatives can be challenging. We've created this e-learning module after listening to and working with people who are trying to make improvements to peoples over all wellbeing as part of their quality improvement work. We've seen the difficulties they can experience and in this (and other) e-learning modules we will present some ideas that you can use to help you overcome these difficulties and get your ideas into practice.

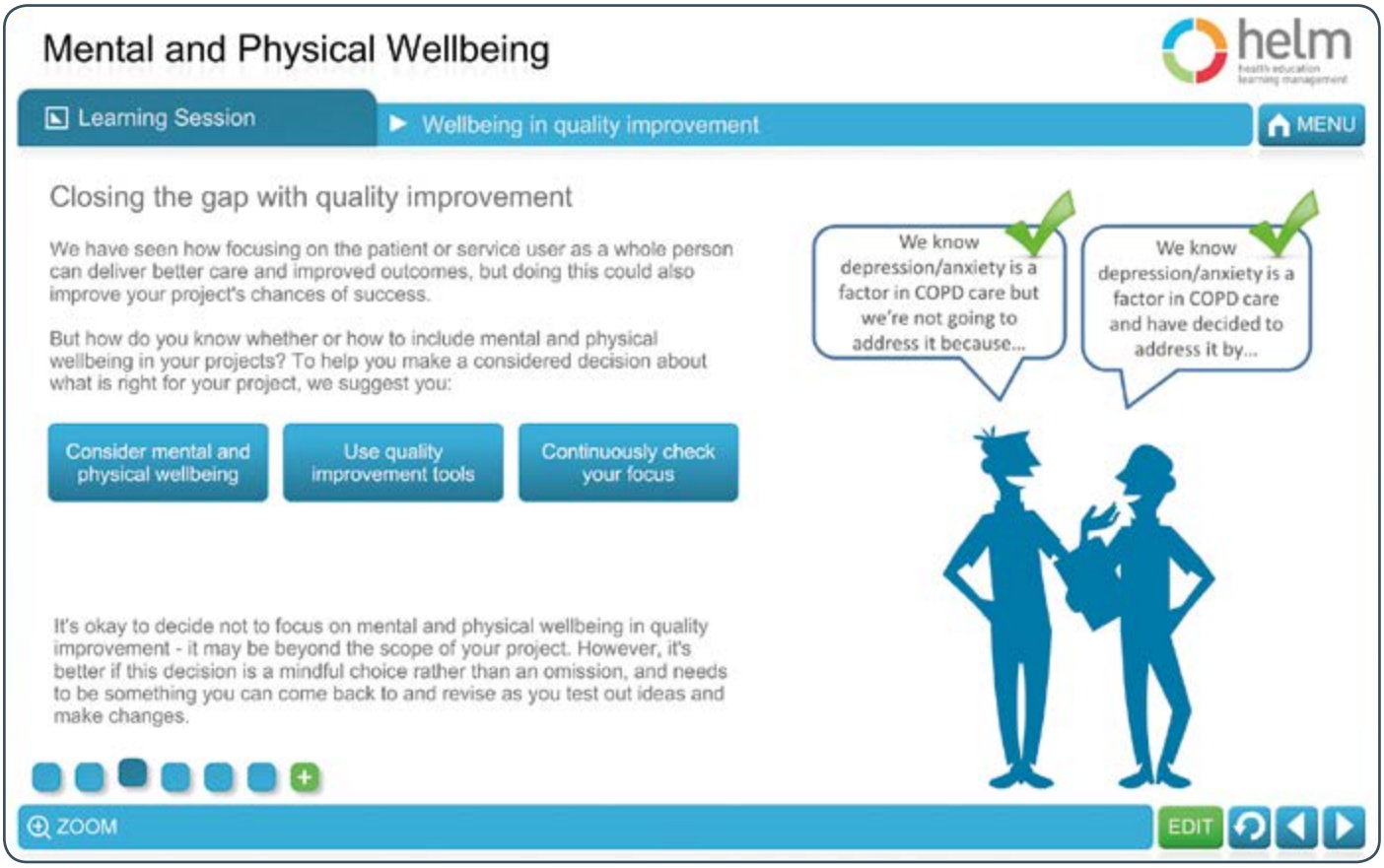
This module aims to offer you an opportunity to learn about mental and physical wellbeing and delivering a holistic approach to quality improvement and will help you decide how you might include this in your improvement projects.

It could be useful for anyone who has an idea for making changes in healthcare; this could include clinicians, staff working in the NHS but also patients, services users, carers and the public.

Learning Objectives:

By the end of this module you should be able to:

- Recognise the interrelation of mental and physical health and understand how ignoring this can lead to gaps in health care provision and hinder your project's ability to make real improvements in outcomes, experience and safety for patients and service users.
- Decide if and how it would be appropriate to include consideration of mental and physical wellbeing in your improvement project.
- Choose and use appropriate quality improvement approaches in ways that will support you to look at mental and physical wellbeing in your improvement project.



QUALITY IMPROVEMENT

Module Title: Patient and Public involvement to improve healthcare

Module Overview:

Patients/public and healthcare professionals working together can lead to responsive improvements in healthcare planning, delivery and research. But we've heard from many people that they find patient and public involvement difficult to put into practice.

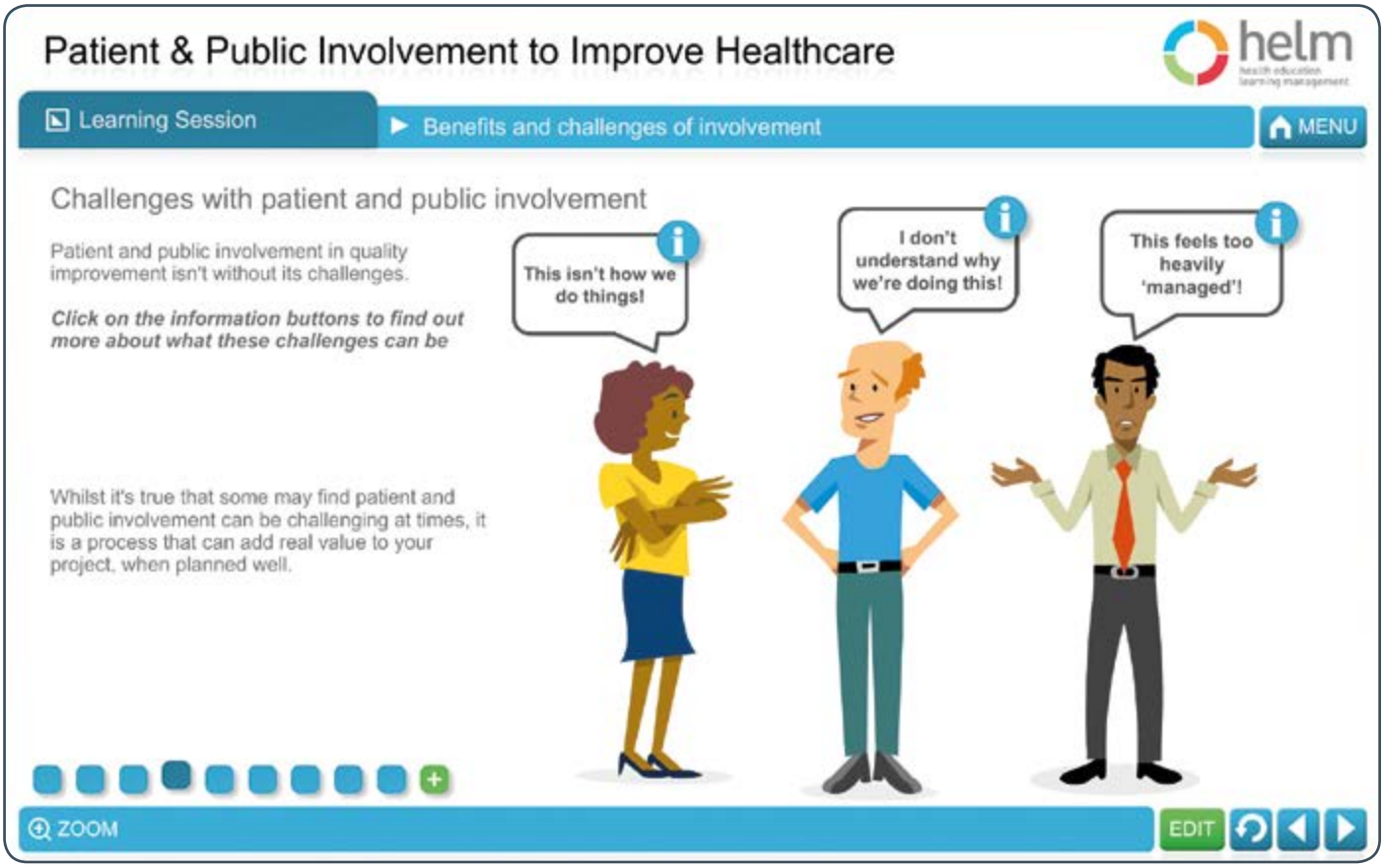
We've created this e-learning module after listening to people and observing the difficulties they experience. The module aims to teach you more about patient and public involvement and arm you with tools to plan how you can work together to make improvements in healthcare.

It could be useful for you, but it could also be helpful for other patients/public/healthcare professionals in your team.

Learning Objectives:

By the end of this module you should be able to:

- Describe how patient and public involvement can contribute to improvement projects.
- Recognise the challenges of involvement and the ways that projects can ensure success.
- Start to plan patient and public involvement for your improvement projects.



Module Title: Process Mapping

Module Overview:

Lots of people have great ideas about how to make improvements to care, but it can be difficult to get from a great idea to making a change in practice.

It is important to understand how any change fits with existing ways of working. Healthcare is provided by many different people who carry out various tasks to deliver patient care. These activities are often related to and are dependent on each other, and introducing a change may require many staff to collectively change what they are doing and when they do things. We've seen the difficulties this can pose for improvement projects and in this (and other) e-learning modules we will present some tools that you can use to help you overcome these difficulties and get your ideas into practice.

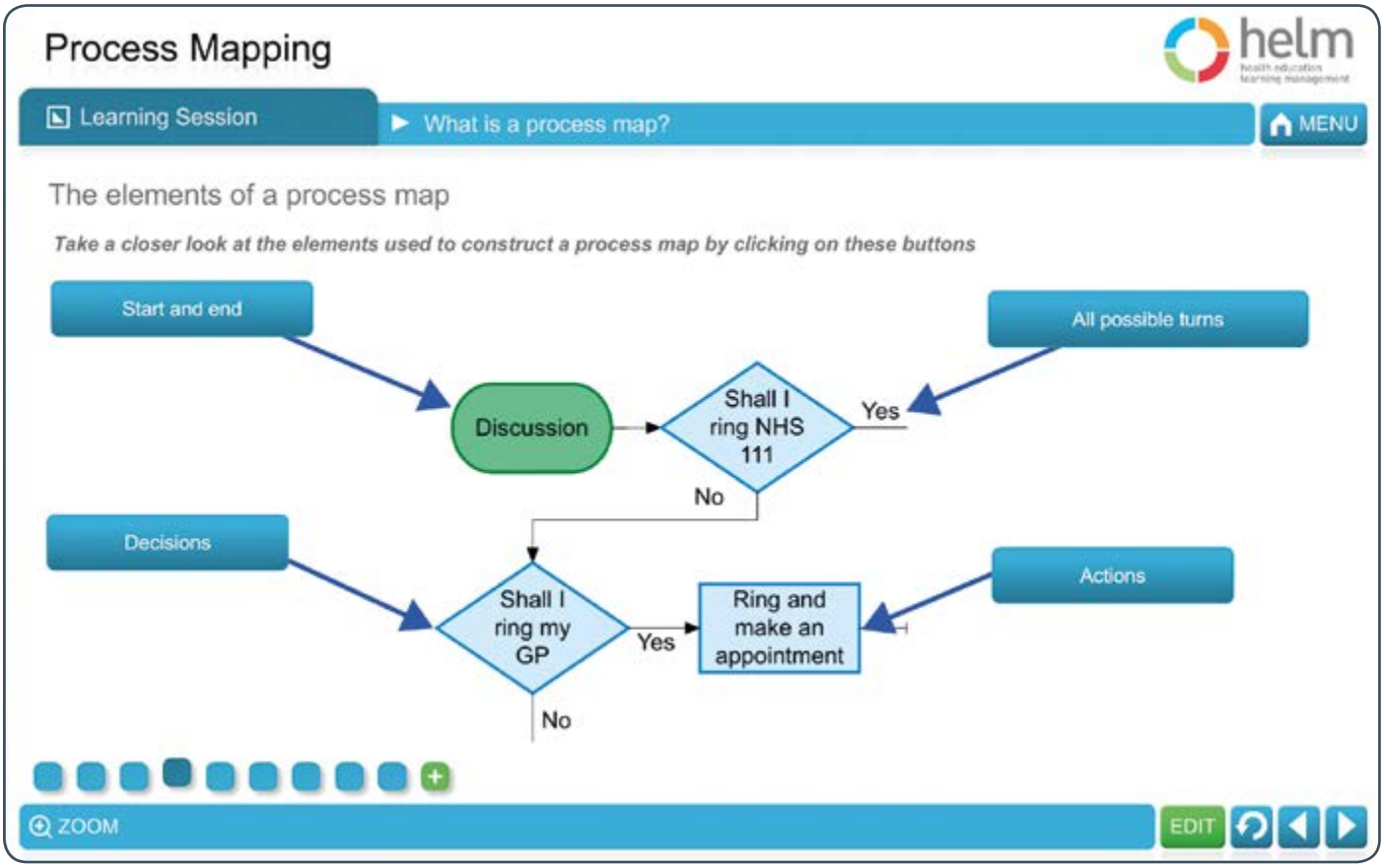
This module aims to offer you information on process mapping - a method you can use to bring people together, find out what's really happening, plan and discuss the changes and improvements you can make. Understanding processes can help ensure that new ideas are embedded into practice and that the right way is the easy way.

It could be useful for anyone who has an idea for making changes in healthcare; this could include clinicians, staff working in the NHS but also patients, carers and the public.

Learning Objectives:

By the end of this module you should be able to:

- Understand what process mapping is, and how to use it to improve or change something.
- Be able to practically apply process mapping techniques in a health care setting.
- Know how to effectively map and understand your context in preparation to change and improve.



QUALITY IMPROVEMENT

Module Title: Long Term Success

Module Overview:

Many improvements are made in healthcare everyday but unfortunately a large portion of these don't have a lasting impact on patient care.

Achieving long term success is a challenge as it often involves the coordination of many groups of people and resources in complex and changing environments. We created this e-learning module to support people to reflect upon long term success and consider the possible actions they can take to increase their chances of making a difference to patient care in the long term.

This module offers you an opportunity to learn about what long term success is; what it involves; what this may mean for you; and how it can potentially be addressed.

Learning Objectives:

By the end of this module you should be able to:

- Explain why long term success is important.
- Define long term success and what it means for your improvement initiative.
- Describe your long term success goal.
- Consider how the 12 factors known to influence long term success relate to your projects.
- Increase the chances of achieving long term success in your improvement efforts.

Module Title: Stakeholder Engagement

Module Overview:

Lots of people have great ideas about how to make improvements to care, but we've heard from many that it can be difficult to get from a great idea to putting something into practice.

We've created this e-learning module after listening to and working with people who are trying to make improvements happen on the ground. We've seen the difficulties they can experience and in this (and other) e-learning modules we will present some tools that you can use to help you overcome these difficulties and get your ideas into practice.

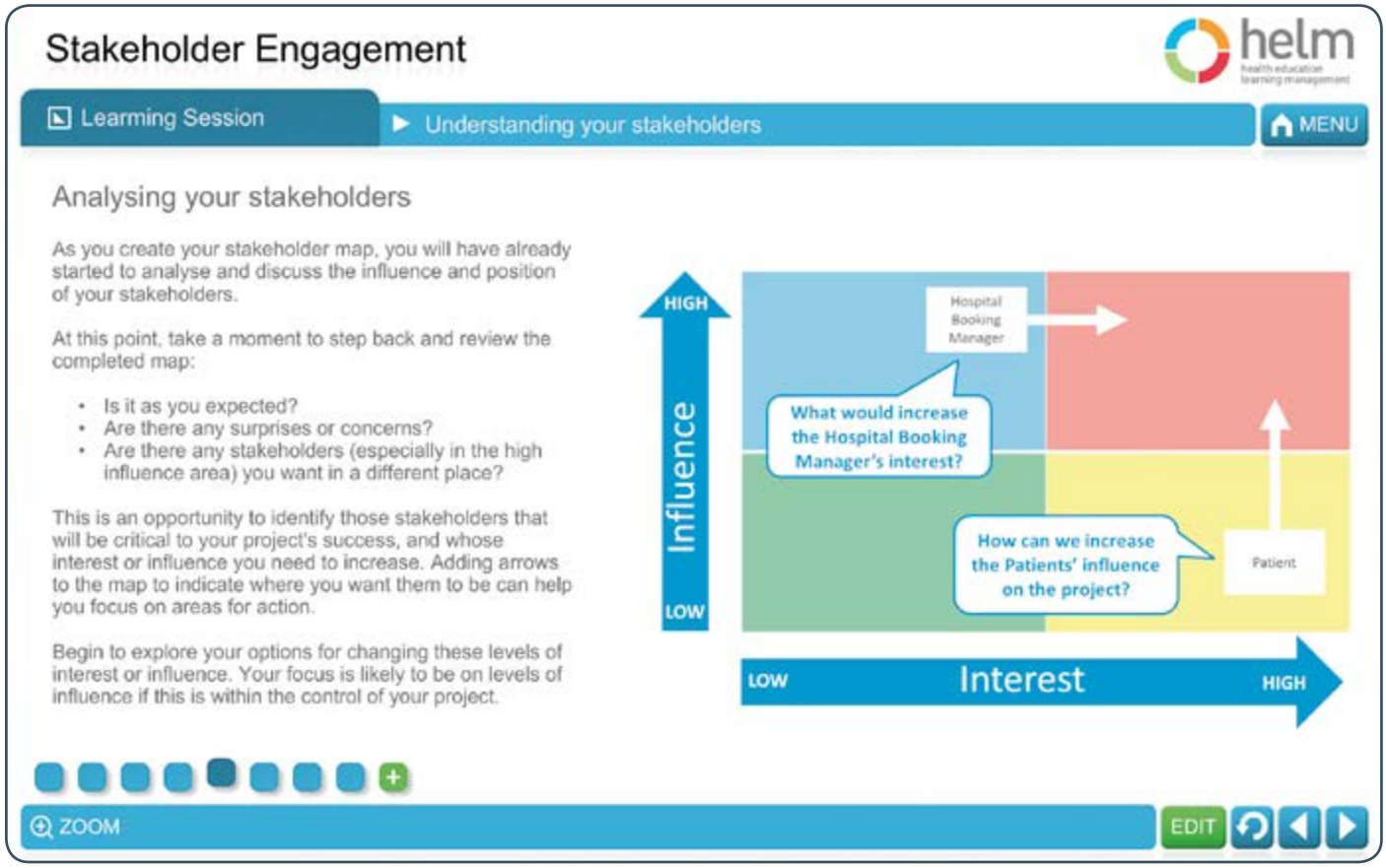
This module aims to offer you information on stakeholder engagement - helping you decide how you might include this in your improvement projects and suggesting tools for doing so.

It could be useful for anyone who has an idea for making changes in healthcare; this could include clinicians, staff working in the NHS but also patients, carers and the public.

Learning Objectives:

By the end of this module you should be able to:

- Identify stakeholders for your improvement project.
- Map out and analyse these stakeholders.
- Communicate effectively with a range of stakeholder groups and individuals.
- Plan how stakeholders will be involved in your project.
- Manage your stakeholder relationships.



QUALITY IMPROVEMENT

Module Title: Plan-Do-Study-Act Cycles

Module Overview:

Healthcare is a complex system, and however well a new idea works in a trial or in the lab, often you cannot know how effective it will be in real life. Ideas will need to be tried, tested and developed.

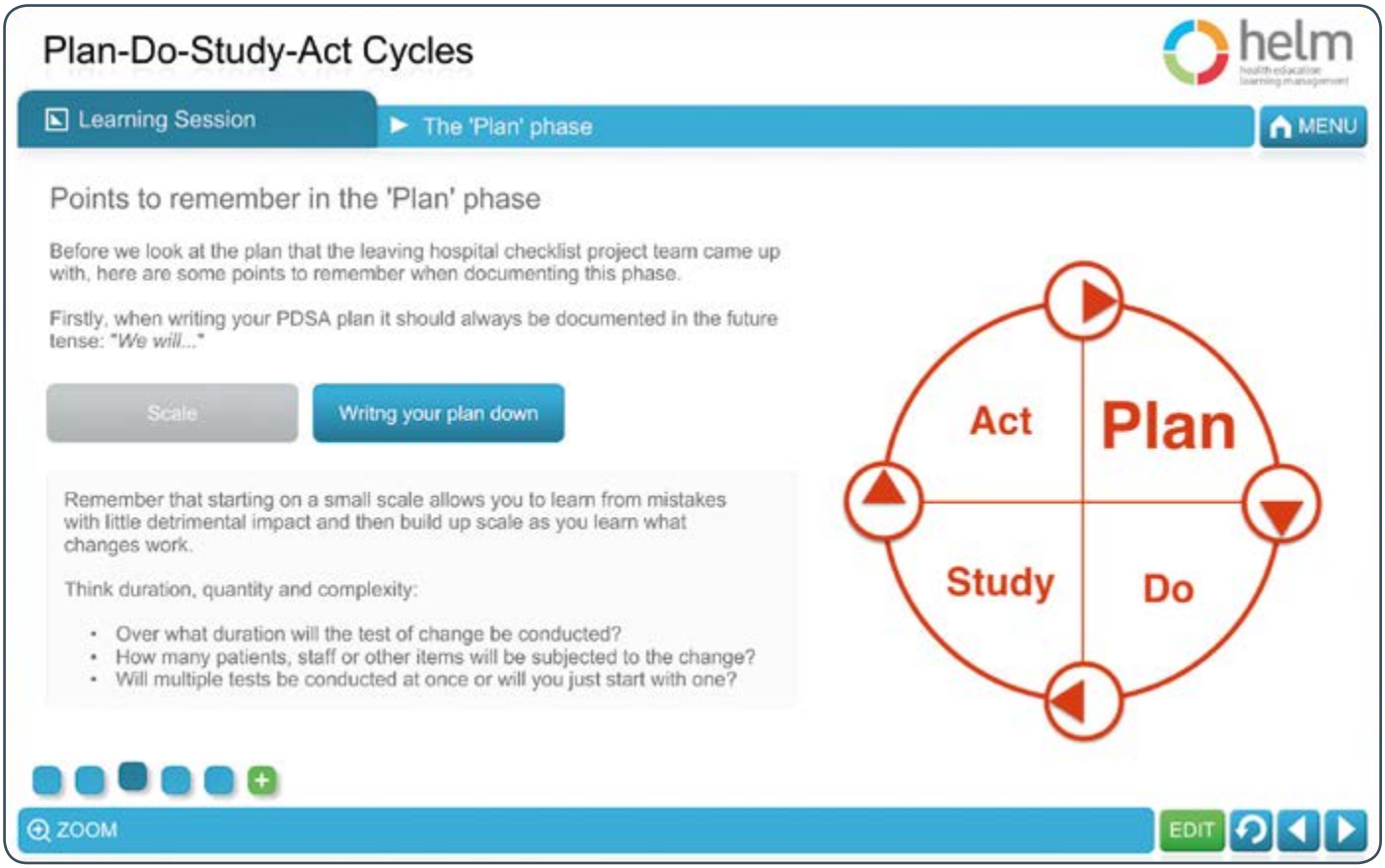
Plan-Do-Study-Act (PDSA) cycles can be used to ensure that the change idea is fit for purpose and able to deliver sustained improvement after the lifetime of the project.

We created this e-learning module to support people to understand PDSA cycles and consider the possible actions they can take to increase their chances of making a difference to patient care in the long term.

Learning Objectives:

By the end of this module you should be able to:

- Know how, when and why to use a PDSA cycle.
- Be able to iteratively test improvement interventions using PDSA cycles.
- Understand how to test change by starting on a small scale and gradually ramping up tests to full-scale intervention.
- Be able to document PDSA cycles in a way that supports your improvement project.



Module Title: Measuring for Improvement

Module Overview:

Many improvements are made in healthcare everyday but unfortunately a large portion of these don't have a lasting impact on patient care.

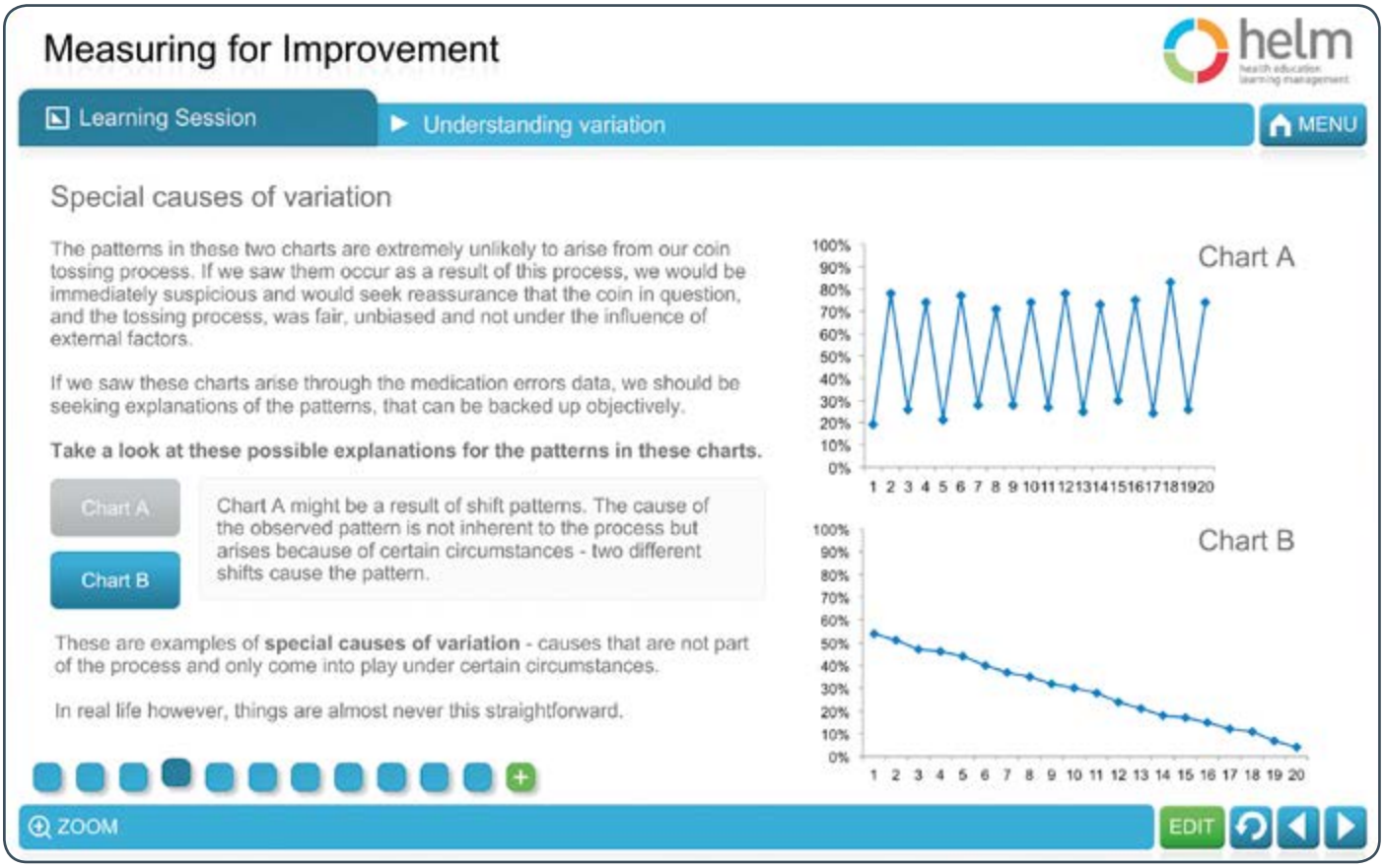
Measurement can appear daunting for teams leading improvement projects, however there are some basic concepts that can help in avoiding some of the common mistakes made. We created this e-learning module to support people to reflect upon measuring for improvement and consider the possible actions they can take to increase their chances of making a difference to patient care in the long term.

This module offers you an opportunity to learn about measurement for improvement, covering the key principles of understanding variation, what this may mean for you, and how you can apply these ideas in your work.

Learning Objectives:

By the end of this module you should be able to:

- Develop an appreciation of uncertainty and probability as an expected frequency.
- Recognise that there is variation in everything we measure.
- Understand how reacting to variation without the right statistical analysis can lead to flawed decisions.
- Differentiate between common and special cause variation.
- Create and use run charts.



LEADERSHIP AND MANAGEMENT

Module Title: Managing People

Module Overview:

What makes a good manager? Here are some ideas for you to consider:

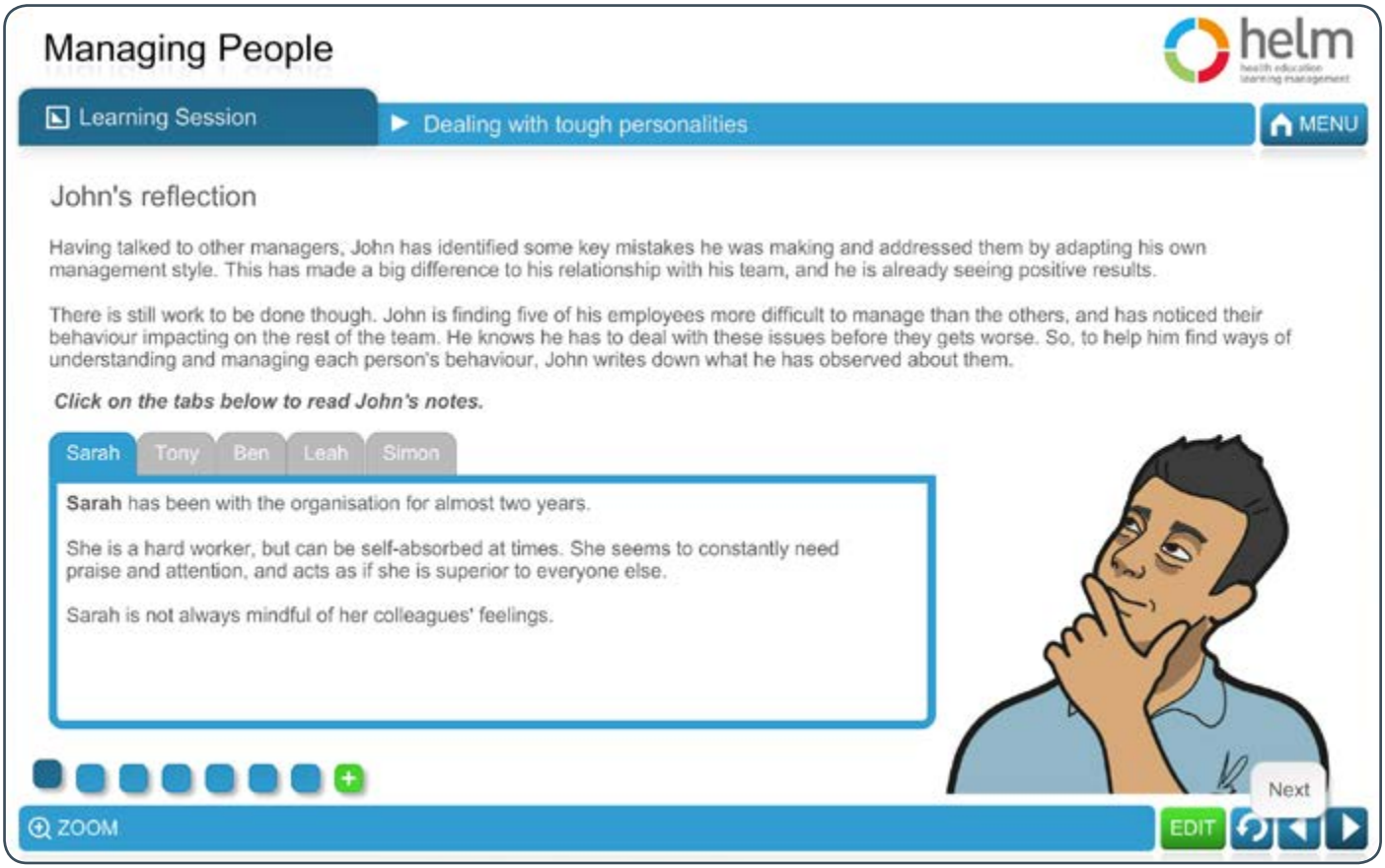
A good manager is able to:

Plan, give good feedback, communicate, listen, bring out the best in people, use emotional intelligence, adapt, delegate, motivate, inspire , question and manage time.

Learning Objectives:

By the end of this module you should be able to:

- Understand McGregor's Theory X and Theory Y
- Recognise the difference between managing and leading
- Identify key mistakes managers make
- Be able to manage the five toughest personalities at work



Module Title: Managing Through Change

Module Overview:

According to ACAS, research shows that organisations undergo major change about once every three years. Within this cycle of major change is an almost constant swirl of minor change.

Major change can include:

- Mergers
- Redundancies
- Restructuring, or new working practices

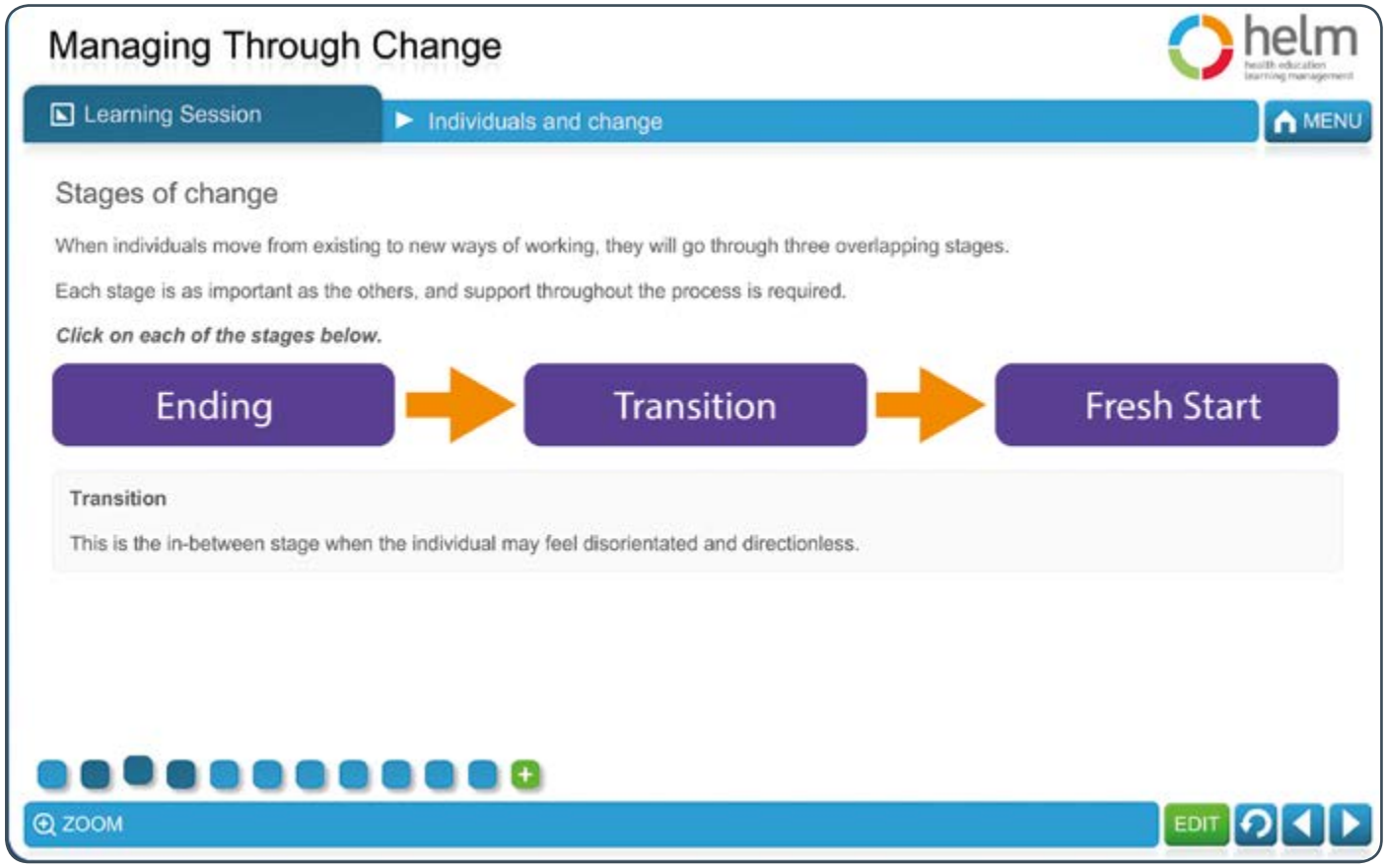
Minor change can include:

- New company policies
- New training courses
- New canteen facilities

Learning Objectives:

By the end of this module you should be able to:

- Understand the reasons for change
- Understand the transition model
- Understand the change curve
- Understand resistance to change



LEADERSHIP AND MANAGEMENT

Module Title: Coaching Skills

Module Overview:

Coaching is focused on unlocking a person's potential to maximise his or her own personal potential.

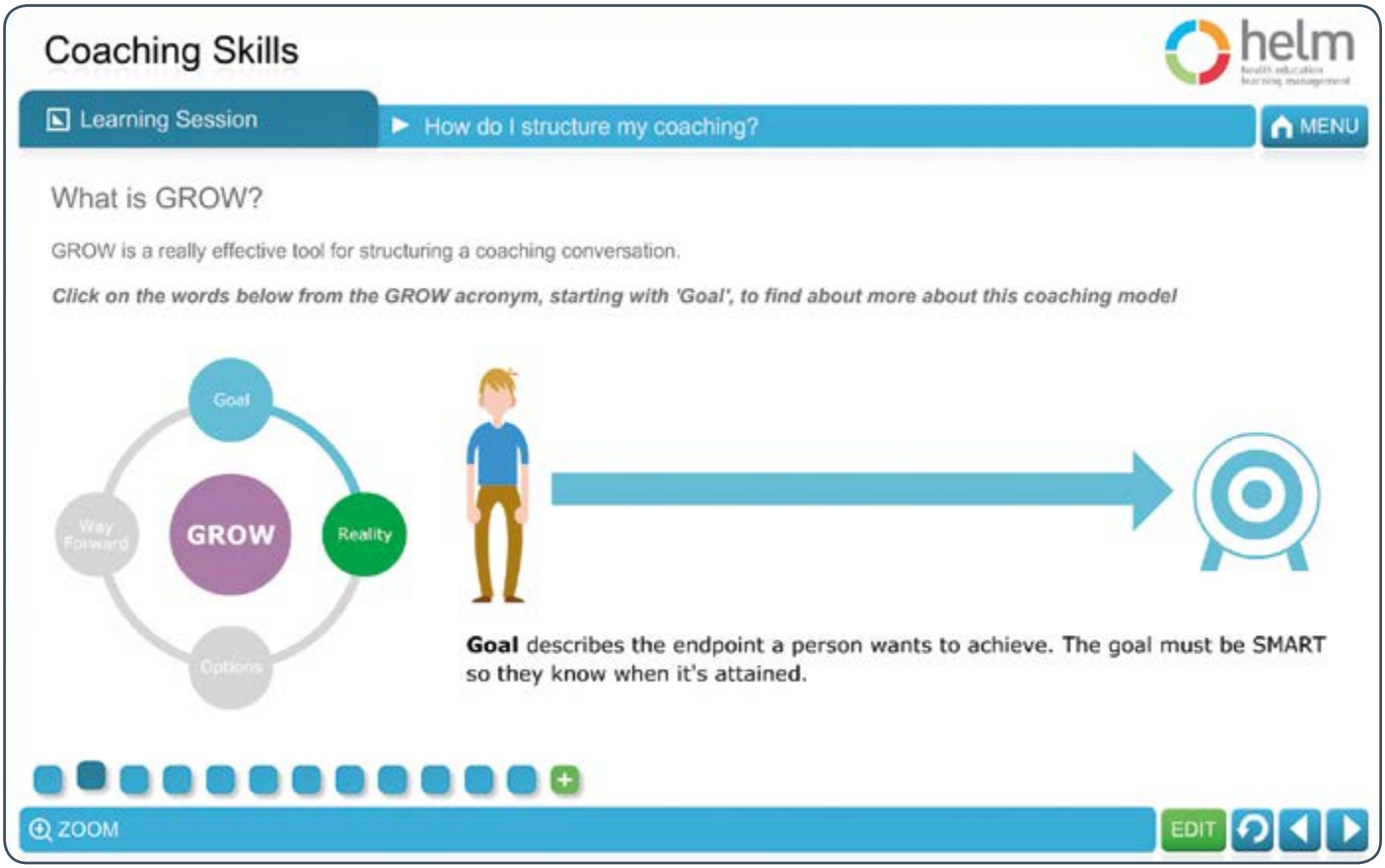
An effective coach draws on a range of skills and models to help their coachee reach a realistic understanding of their situation and needs. They support their coachee in developing ways to bring about a meaningful outcome to this situation and taking positive steps forward.

This module will help you, as a manager, identify and understand some of the principles and processes of successful coaching, and recognise how these can support your team and organisation.

Learning Objectives:

By the end of this module you should be able to:

- Explain the principles of coaching and how these differ from other forms of support and development.
- Recognise how coaching benefits you, your staff and your organisation.
- Apply the skills, knowledge and behaviours of an effective coach to your own coaching work.
- Make use of a recommended framework to engage staff in coaching conversations.
- Find opportunities to use coaching in a work context.



Module Title: Influencing Stakeholders

Module Overview:

Identifying your stakeholders - whether they are large or small, individual or organisational - is essential if all the people who could have a bearing on your project's success or failure are to have their voices heard.

Stakeholder analysis allows managers to identify the interests of different groups. It also enables them to find ways of harnessing the support of those in favour of a project or proposed change, while managing the risks posed by stakeholders who are against it.

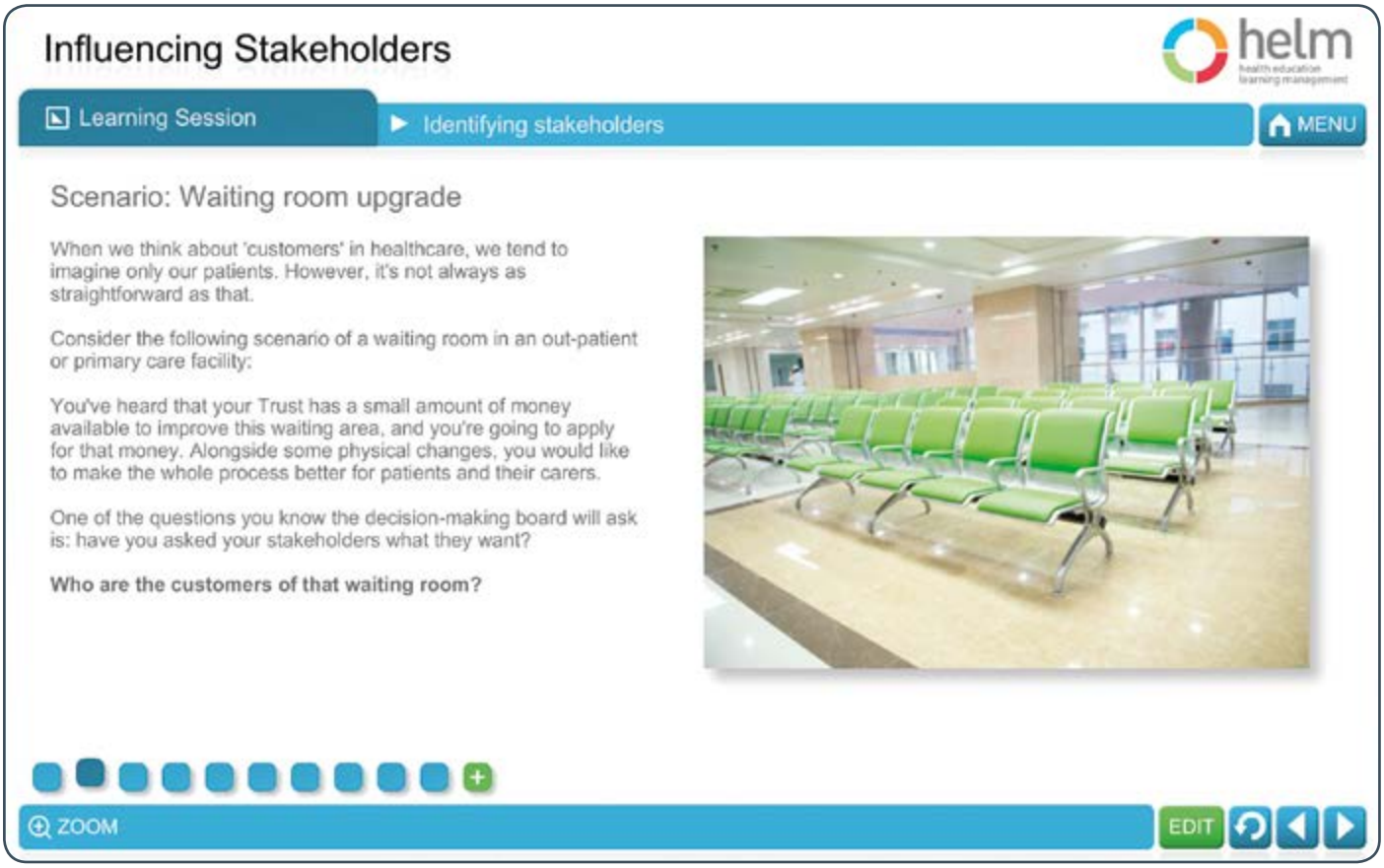
Undertaking this analysis helps us plan how best to engage with and involve stakeholders during the life of a project. Tailoring the message delivered, the method of communication, and timing of any involvement can help us influence stakeholders and achieve our overall aim of ensuring a project's success.

Learning Objectives:

By the end of this module you should be able to:

- Recognise how engaging with stakeholders can impact on the success of a project.
- Identify and map stakeholder groups.
- Analyse a variety of factors related to stakeholder attitudes and influence.
- Build a project communication plan based on your stakeholder analysis.

This learning will be presented in a number of ways throughout the module. We will examine real life approaches to influencing stakeholders in a health and care context, and offer interactive exercises and opportunities to put in to practice what you have learned.



LEADERSHIP AND MANAGEMENT

Module Title: Talent Management

Module Overview:

We have designed this learning package to introduce health and care staff to best-practice principles in maximising the potential of the employees they manage or work with, and to help staff develop their understanding in this area. Some people call this process of maximising employee potential 'Talent Management'.

As we move through this course, you'll see this is a bit of an overarching theme of Talent Management. It runs through everything we do.

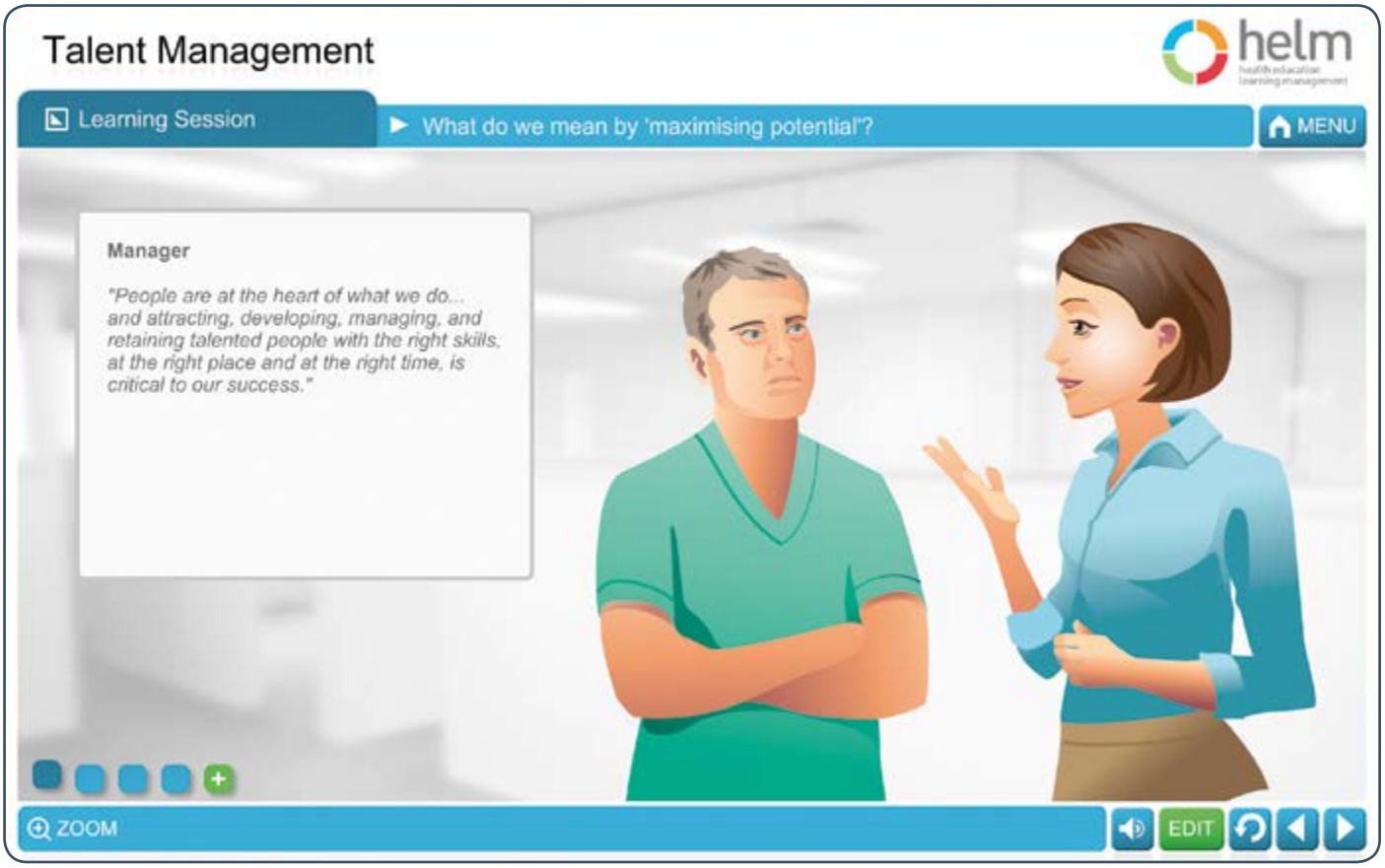
As we explore the different elements of maximising employee potential, we'll be here to explain the concepts and help you through your learning journey. We both hope you enjoy this e-learning package!

Learning Objectives:

By the end of this module you should be able to:

- Recognise the benefits of maximising potential.
- Draw on a range of recruitment practices to help you identify and place talented employees.
- Use the Maximising Performance Conversation Tool for effective performance management.
- Assess the talent of a team and use this to identify appropriate interventions.
- Adopt a range of strategies to develop and motivate employees.
- Manage risks of staff change by putting in place effective succession planning.

This learning will be presented in a number of ways throughout the course. We will examine practical approaches to talent management, and offer interactive exercises and opportunities to reflect on what you have learned.



PERSONAL PRODUCTIVITY

Module Title: Stress Management

Module Overview:

There is increasing evidence that work-related stress is on the rise. This stress is a major cause of occupational ill health and often leads to sickness, absence, high staff turnover and poor performance.

If work-related stress is affecting you personally, understanding its causes, recognising the signs, and putting strategies in place to avoid or deal with it should help you minimise the impact it has on you.

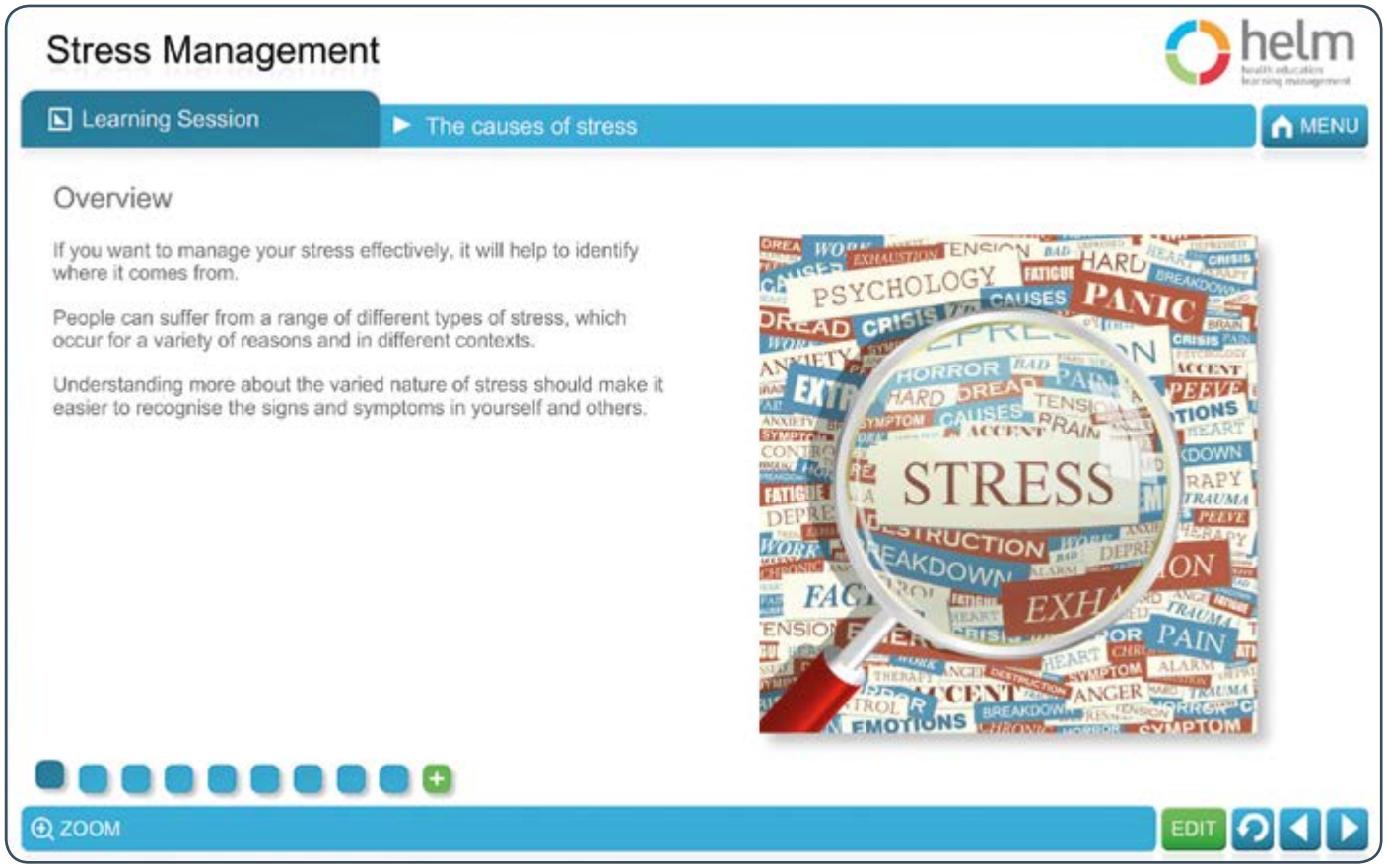
Gaining a better understanding of work-related stress could also make you a far more effective manager. It can help you recognise management behaviours which have a positive and negative impact on stress at work, and help you improve the support offered to staff who suffer from stress.

Learning Objectives:

By the end of this module you should be able to:

- Describe what stress is.
- Recognise common causes of stress.
- Identify personal stress indicators.
- Use a range of stress management techniques.
- Apply what you have learned within a leadership/ management context.

This learning will be presented in a number of ways throughout the course. We will examine practical approaches to understanding stress and stress management techniques. We will offer interactive exercises, as well as opportunities to reflect on what you have learned by applying this to your own experience.



PERSONAL PRODUCTIVITY

Module Title: Time Management

Module Overview:

When work is frantic, dividing your time between lots of different tasks means you tend to achieves less. It can leave you feeling hurried and unfocused.

The key to managing your time effectively is to have a clear understanding of what the demands are. This can help you assess what's important, and which tasks will get you closer to your goals.

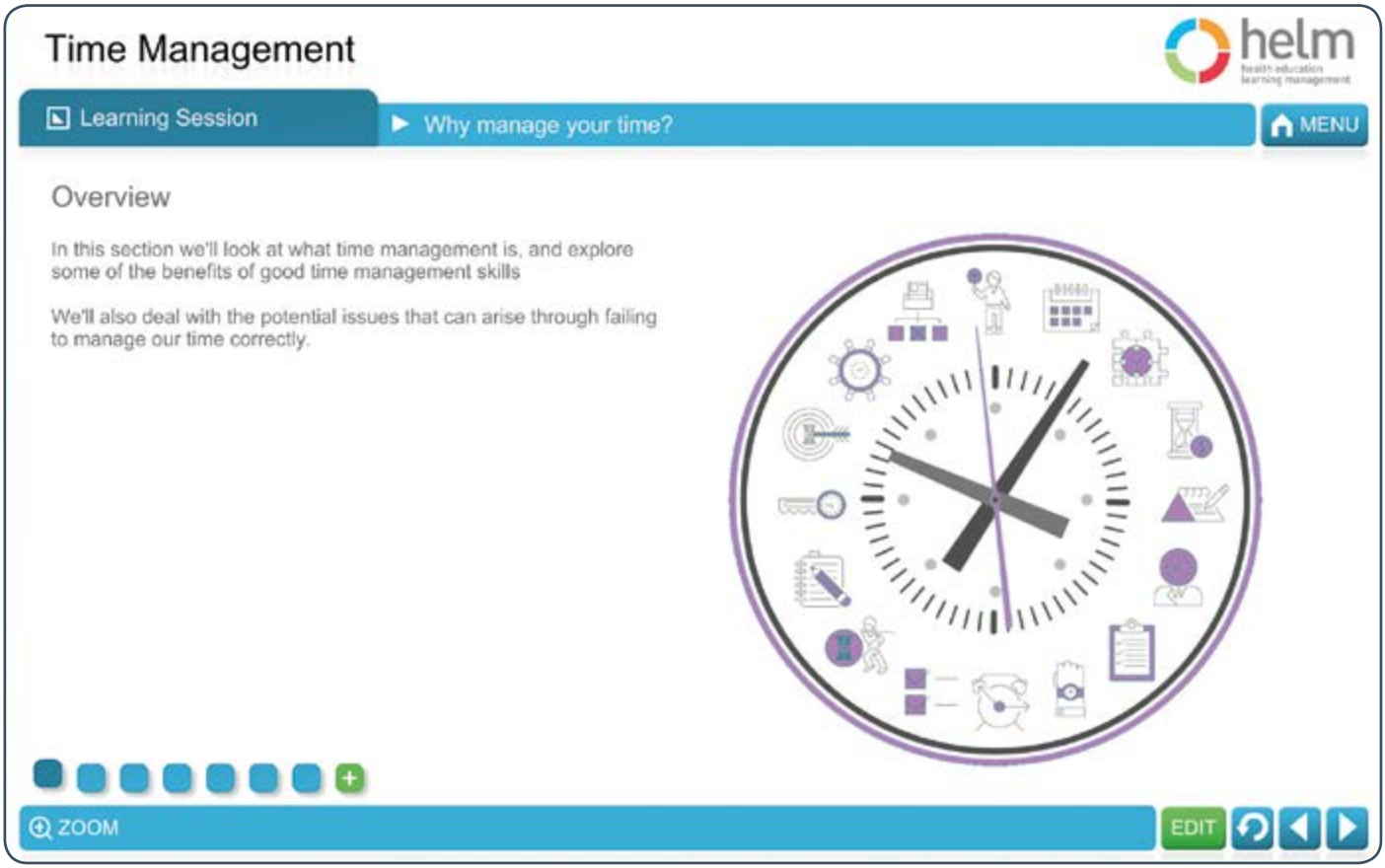
You can take advantage of proven techniques to help you balance these demands, and by developing good time management skills you can achieve a lot more in much less time. This can have a positive impact on your workload.

For those in leadership roles, effective time management is vital. It helps you manage your time so you're more likely to achieve your goals - and in a way that benefits your whole team.

Learning Objectives:

By the end of this module you should be able to:

- Distinguish between important and urgent activities.
- Draw on a range of techniques for prioritising tasks.
- Take steps to manage your team's use of time.
- Ensure effective use of time at a leadership level.



HEALTHCARE STATUTORY AND MANDATORY

Module Title: Information Governance

Module Overview:

Patients give us personal and confidential information about themselves all the time. They trust us to be careful in the way we use this information, and keeping that trust is vitally important.

Being able to access the patient information we need when we need it is also essential - so that we can provide our patients with quality care and so that we can deliver services efficiently.

Information governance ensures we achieve both these by providing a framework for safely and efficiently handling information. It helps us manage patient information so that we can do our jobs, helps us build relationships of trust with the people we care for, and helps us meet all our legal requirements around the use of information.

Learning Objectives:

By the end of this module you should:

- Apply the principles of information governance to your everyday work.
- Ensure you provide a confidential service to your patients.
- Comply with your legal obligations under the Data Protection Act and the duty of confidentiality.
- Use the Caldicott Principles to help you work with patient information in a responsible way.
- Explain how you can help the Trust meet its responsibilities in the Freedom of Information Act.
- Work in ways that follow information security guidelines and ensure effective record keeping.
- Access policies, procedures and further information on information governance.

Module Title: Equality and Diversity

Module Overview:

Protecting and supporting equality, diversity and human rights has an impact on all of us - patients and staff alike. It can help build a fairer workplace, improves access to our services, and can create a more inclusive and positive environment for everyone who works at or visits the Trust.

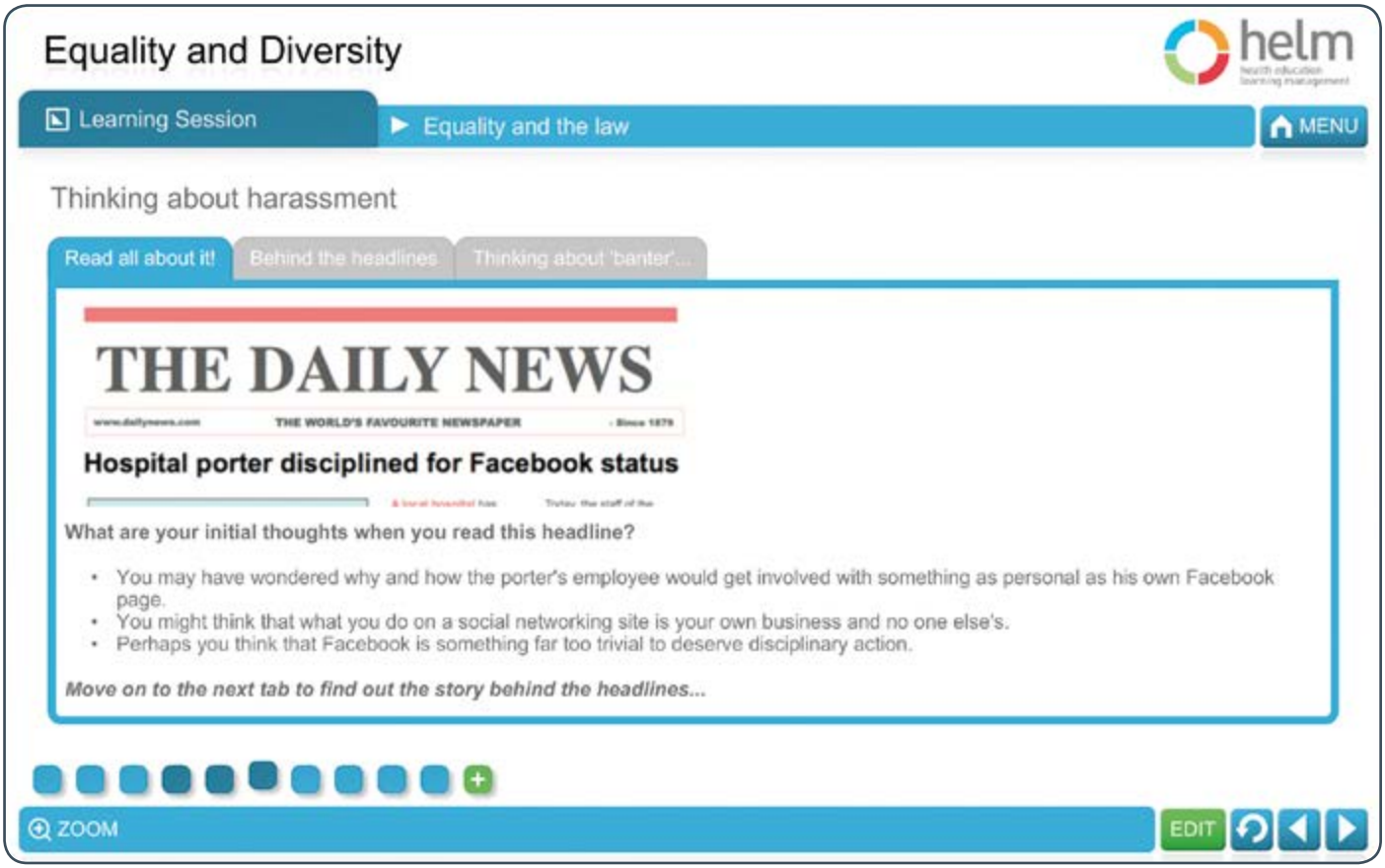
Understanding the fundamentals of people's rights and how to identify discrimination and harassment will help us encourage positive behaviour, challenge unacceptable behaviour, and raise any concerns we have about equality and diversity.

The Trust recognises the importance of equality and diversity and has put a range of services, provision and principles in place to enhance fairness and inclusion. But as individuals, we can also play a vital role in making sure that everyone feels valued and respected, whatever their difference.

Learning Objectives:

By the end of this module you should be able to:

- Recognise the importance of equality, diversity and human rights, and how they benefit us
- Understand the terms relating to equality and diversity, particularly within the health sector
- Understand what you can do to promote equality and diversity
- Know what to do if you have concerns about behaviour or practices that could undermine equality and diversity in the workplace
- Be aware of how the Trust supports and promotes equality and diversity



HEALTHCARE STATUTORY AND MANDATORY

Module Title: Moving and Handling

Module Overview:

Manual handling is one of the commonest causes of injury at work.

This course will help you understand why these injuries are so common. It will highlight the importance of maintaining good posture, identify common risks of injury, and promote good practice in safer manual handling.

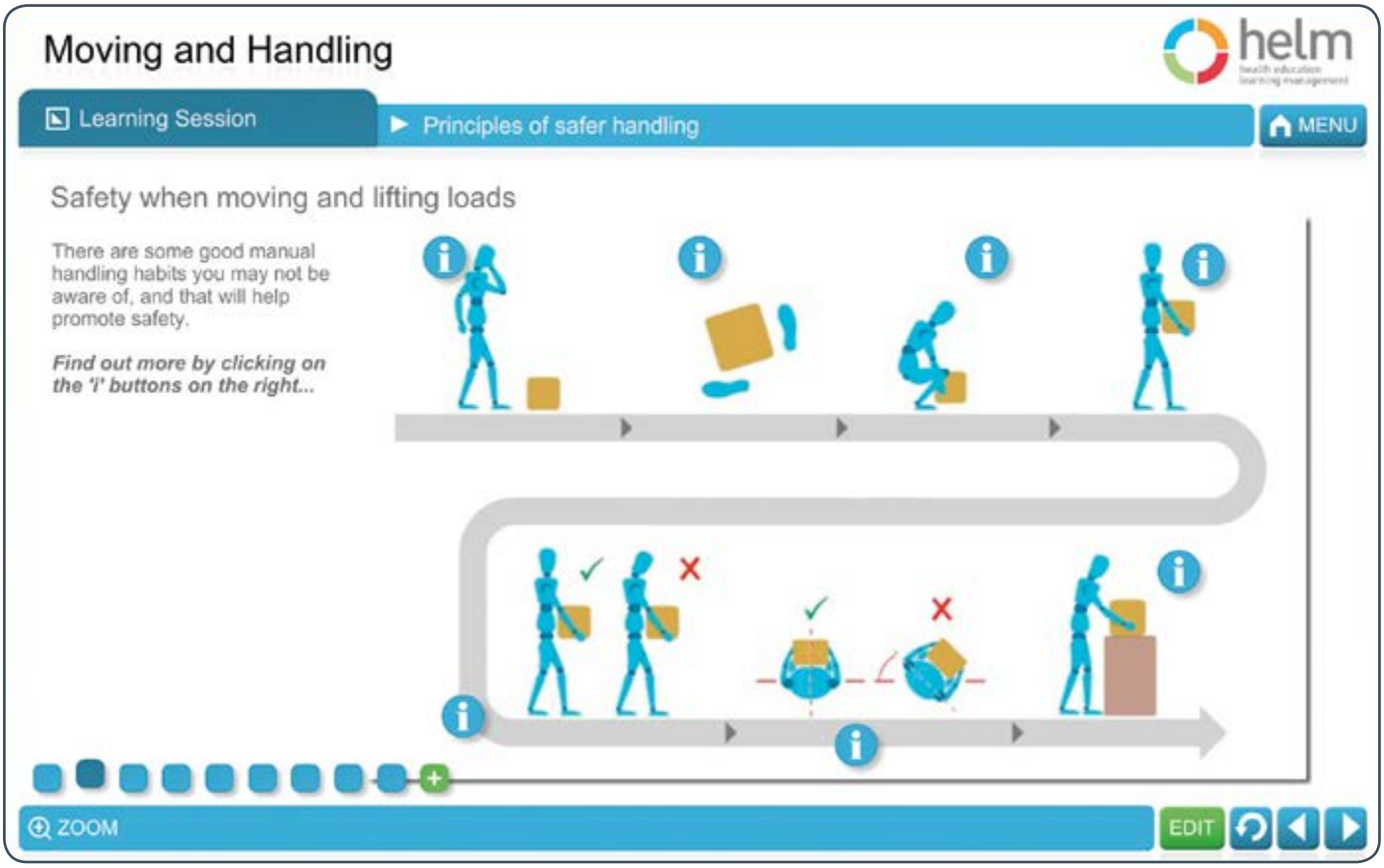
It will also look at your responsibilities and those of the Trust in relation to manual handling at work.

Manual handling is "the transporting or supporting of a load by hand or by bodily force." *Manual Handling Operations Regulations, 1992.*

Learning Objectives:

By the end of this module you should:

- Identify good posture and explain how this relates to back care
- Recognise manual handling risk factors and how injuries occur
- Understand the organisation's use of risk-management systems and use these in your work
- Put into practice the principles of safer handling
- Undertake manual handling tasks in ways that protect your back
- Understand employers and employees' responsibilities according to Health and Safety legislation



HEALTHCARE STATUTORY AND MANDATORY

Module Title: Health and Safety

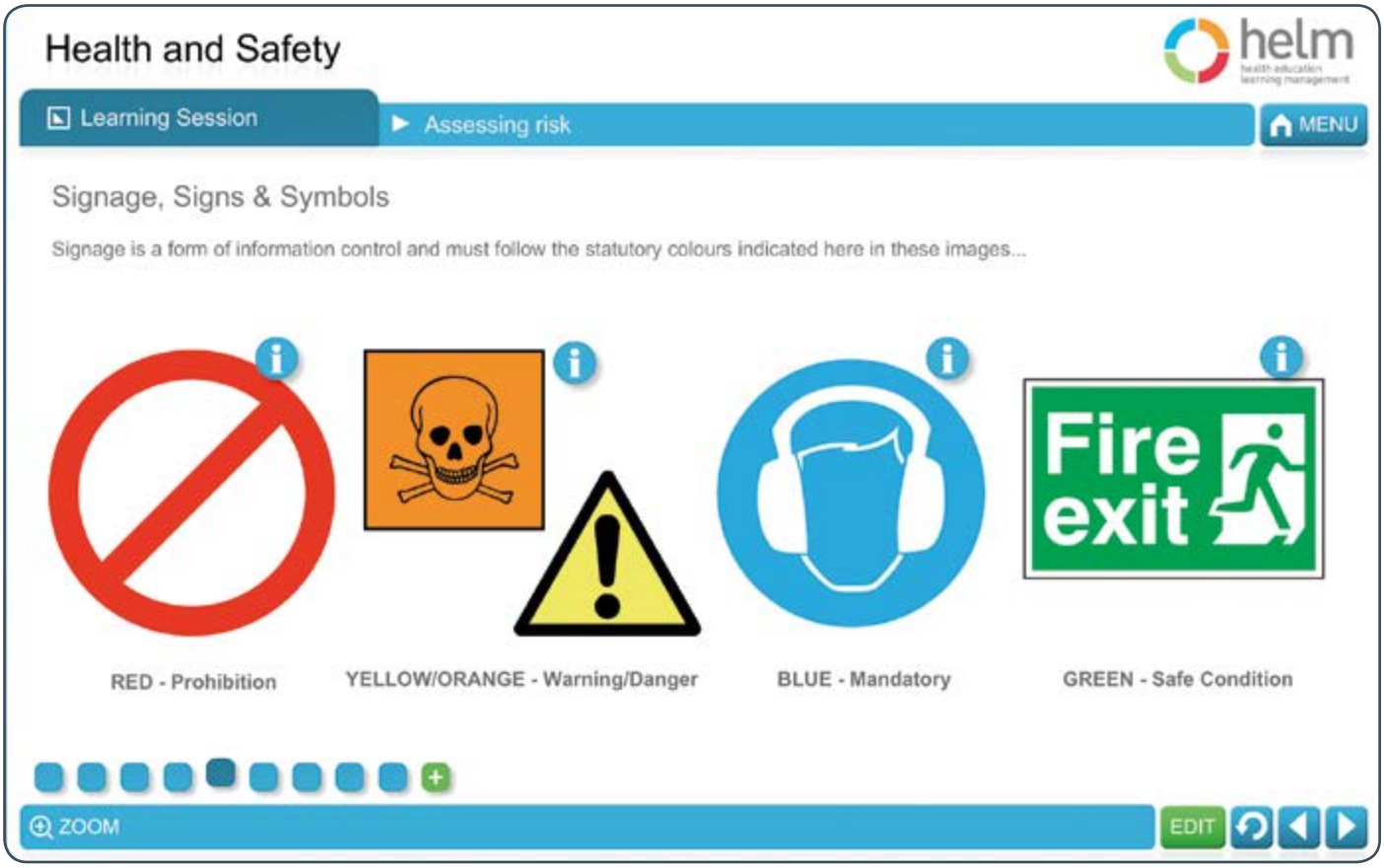
Module Overview:

The module will provide staff with an introductory framework of health and safety information and signpost staff to related support within the organisation.

Learning Objectives:

By the end of this module you should be able to:

- The Trust's commitment to delivering services safely
- Your responsibilities and the responsibilities of others
- How you can apply and promote safe working practice
- Consultation arrangements
- Where you can find Health and Safety documentation
- How health and safety arrangements are implemented
- Hazards, risks and risk assessments
- Managing identified risks using preventative and protective measures
- Responding to accidents and sudden illness
- The importance of, and arrangements for, reporting near-miss events, accidents, illness and concerns and how the Trust uses this information



HEALTHCARE STATUTORY AND MANDATORY

Module Title: Infection Prevention - Clinical

Module Overview:

Infection Prevention is a priority. The Health and Social Care Act (2010) - Code of Practice, makes it clear that infection prevention is everyone's responsibility and must be embedded into practice.

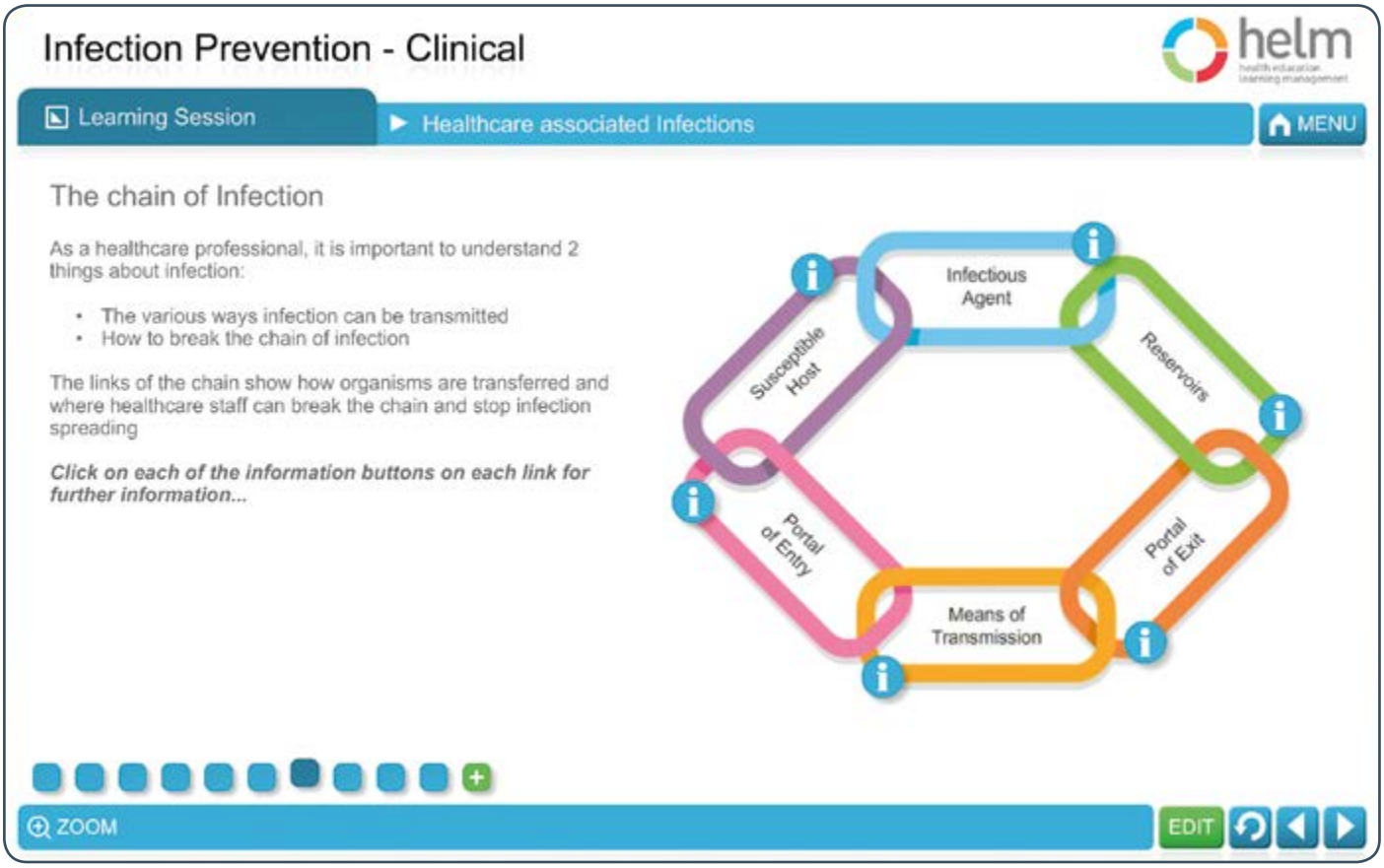
The 3rd National Prevalence Survey carried out in 2006, revealed that 8.2% of patients acquire an infection during their stay in hospital

It is impossible to prevent all infections, but by having an understanding of, and adhering to evidence based infection prevention guidance in your daily practice, we can reduce the risk to our patients.

Learning Objectives:

By the end of this module you should be able to:

- Describe the Trust's and your own responsibilities in terms of current infection prevention legislation
- Obtain information about infection prevention within the Trust
- Understand what is meant by the term healthcare associated infections
- Describe the chain of infection and how to 'break the chain'
- Appreciate the risks associated with environmental contamination
- Conduct an infection risk assessment
- Manage patients with specific alert organisms



HEALTHCARE STATUTORY AND MANDATORY

Module Title: Infection Prevention (Non-Clinical)

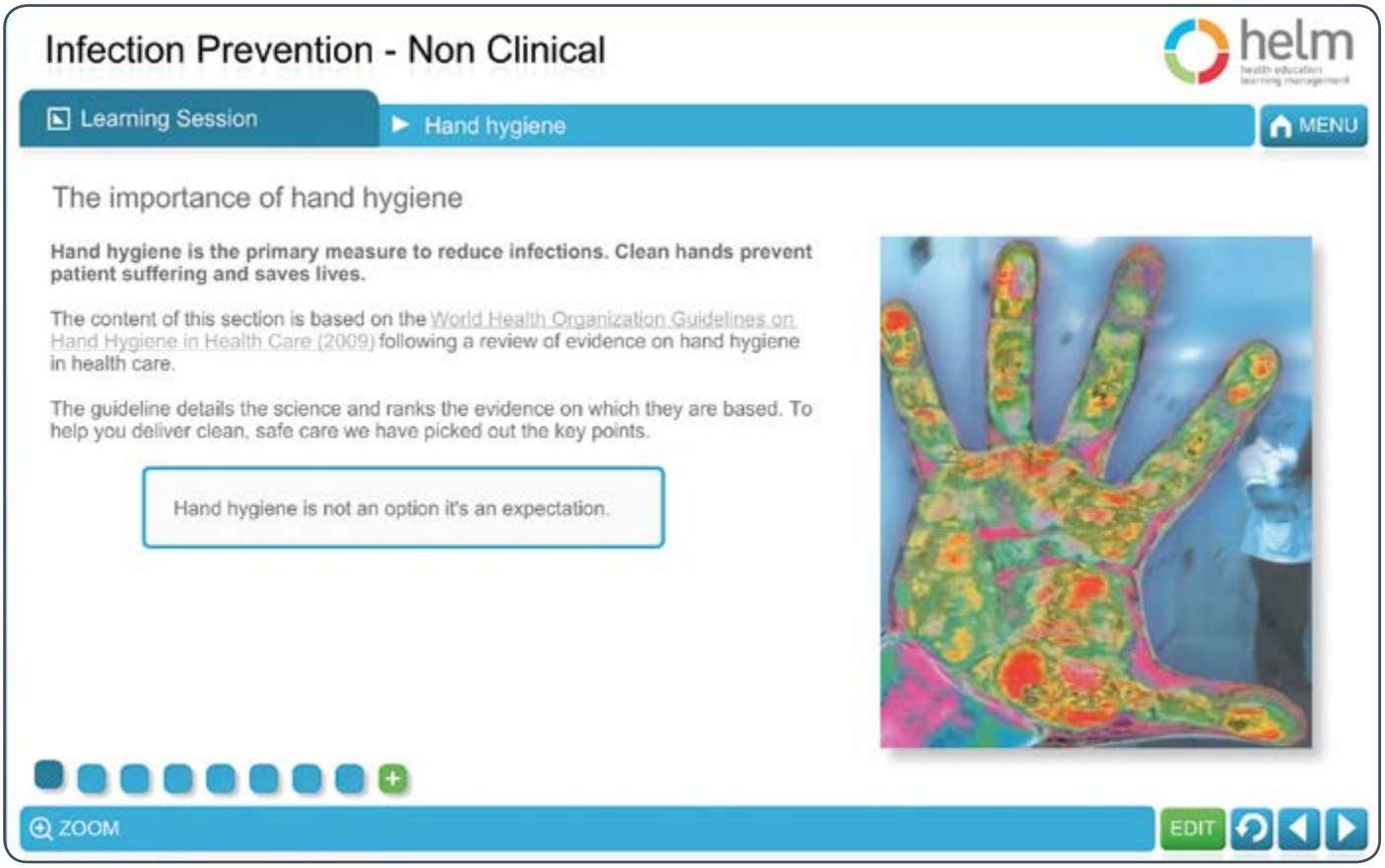
Module Overview:

Infection Prevention is a priority. The Health and Social Care Act (2008) - Code of Practice, makes it clear that infection prevention is everyone's responsibility.

Learning Objectives:

By the end of this module you should be able to:

- Know how to contribute to infection prevention
- Have knowledge of and demonstrate the standard infection prevention precautions relevant to their role including:
  - Hand hygiene
  - Personal Protective Equipment (PPE)
  - Management of occupational exposure
  - Management of the Environment
- Recognise and act when their personal fitness to work may pose a risk of infection to others.



HEALTHCARE STATUTORY AND MANDATORY

Module Title: Safeguarding Adults

Module Overview:

This has been designed to develop your understanding of safeguarding adults and help you apply this to your own professional practice.

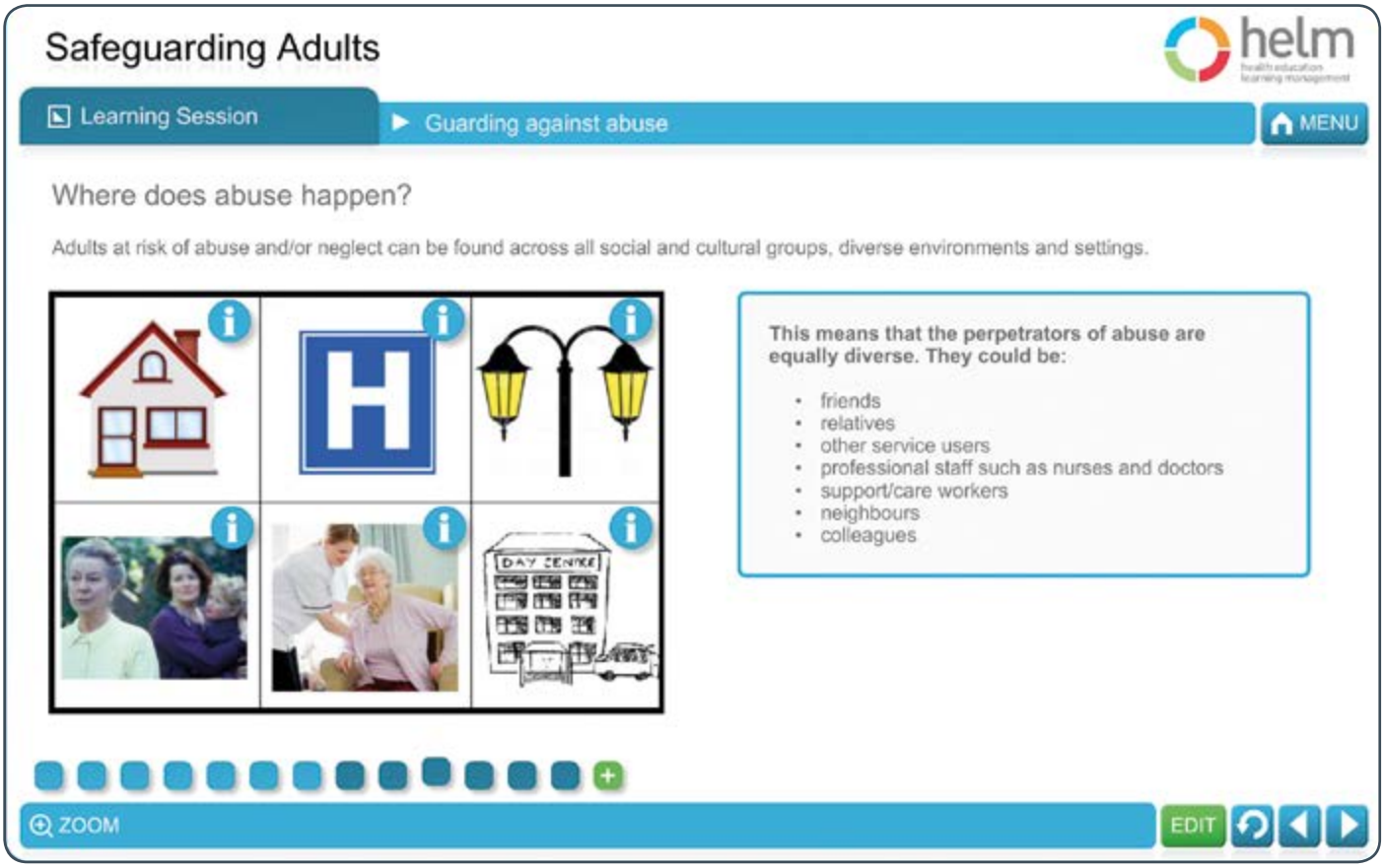
The course will look at key safeguarding legislation and how this defines and informs our work with adults at risk. It will explore what safeguarding means, how we define abuse, along with the nature and scope of adult abuse in the context of health and social care. We will look at how information is shared between agencies and what to do if you suspect abuse is occurring.

Finally, we will examine the importance of dignity and respect, what we mean by person-centred care, and the need for safeguarding to reflect the needs and wishes of the individuals who use our services.

Learning Objectives:

By the end of this module you should be able to:

- Understand the nature and scope of abuse in relation to adults at risk
- Recognise the importance of dignity and respect and what is meant by individualised, person-centred care
- Know the arrangements for raising a concern of abuse and how information is shared among relevant agencies
- Identify the legislation, policies and procedures which relate to safeguarding adults, both at a national and local level
- Know how to apply the basic principles of helping people to keep themselves safe
- Know how to support people to think about risk when exercising choice and control
- Know the actions to take if they experience barriers in alerting or referring to relevant agencies
- Understand more about the 'Prevent' counter-terrorism strategy and how this relates to NHS staff



HEALTHCARE STATUTORY AND MANDATORY

Module Title: Safeguarding Children - Level 1

Module Overview:

Unfortunately, many children don't grow up in ideal conditions and a smaller, but significant, number of children and young people suffer abuse. Cruelty to a child can be hard to recover from and may have an emotional impact that lasts longer than any physical harm they suffer.

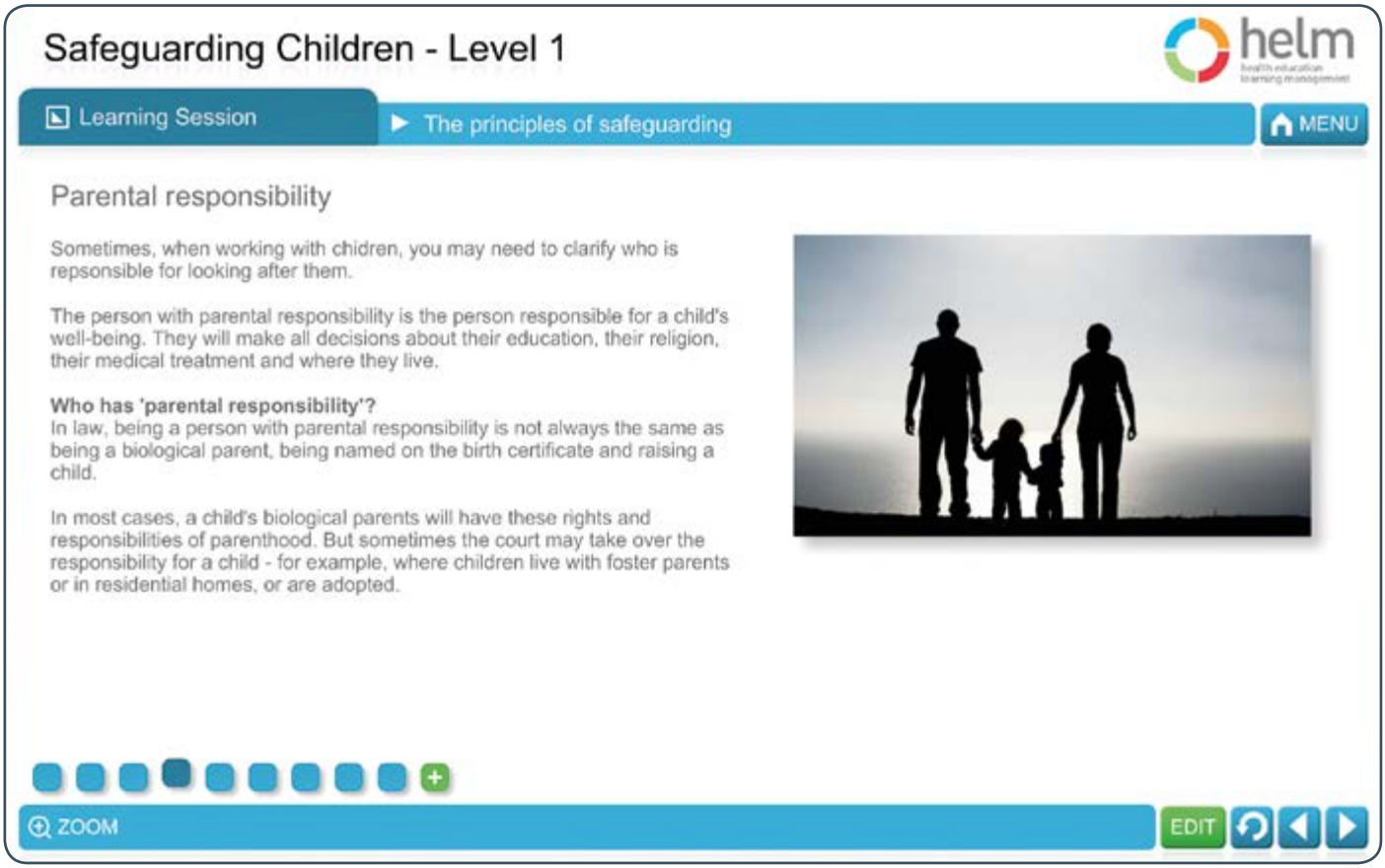
Recognising early that a child is being maltreated, and sharing this information with other agencies, helps us protect vulnerable children and offer support to families in need of help.

Whatever your role at the Trust - whether or not you work directly with children - you have a responsibility to raise any concerns that you have about a child's welfare and to report any potential maltreatment.

Learning Objectives:

By the end of this module you should be able to:

- Recognise the importance of children's rights in safeguarding
- Identify the different types of maltreatment and recognise the signs
- Understand the potential impact of a parent or carer's physical and mental health on a child
- Understand the risks associated with the internet
- Raise safeguarding concerns following the Trust's standard procedures
- Know what to do if you experience any barriers in raising concerns
- Explain the importance of sharing information appropriately
- Find local policies and procedures in relation to safeguarding children
- Demonstrate and maintain a child centred focus
- Understand the meaning of commonly used terminology



HEALTHCARE STATUTORY AND MANDATORY

Module Title: Safeguarding Children - Level 2

Module Overview:

Everyone who works at the Trust has a responsibility to keep children safe.

This course provides information and advice on how to recognise the maltreatment of children and young people. It explains how to follow appropriate Trust and LSCB procedures to refer them for protection and support.

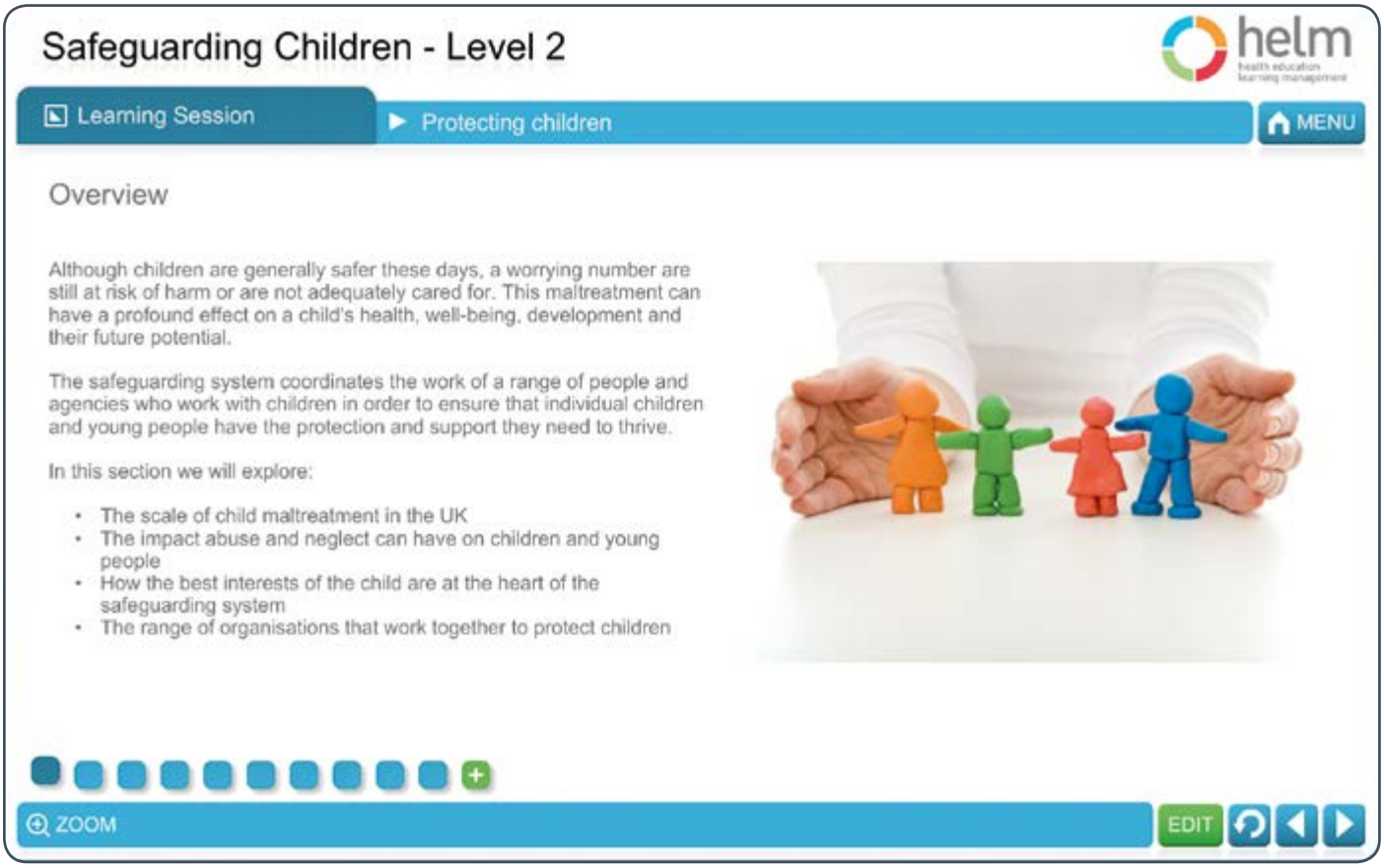
This course is for staff who have regular contact (or a period of intense but irregular contact) with children, young people and/or parents and carers. This includes all health clinical staff.

This is the Level Two e-learning module. Before completing this course, you must have already completed Level One.

Learning Objectives:

By the end of this module you should be able to:

- Recognise the importance of a child's best interests in safeguarding
- Explain how maltreatment can impact on a child's health, well-being and development
- Recognise the child and parent vulnerability factors that increase the risk of maltreatment
- Understand the potential increased risks and needs of 'looked after' children
- Raise safeguarding concerns following the Trust's standard procedures
- Explain good practice in sharing personal information
- Describe how we learn lessons and improve safeguarding services



HEALTHCARE STATUTORY AND MANDATORY

Module Title: Conflict Resolution

Module Overview:

This e-learning module includes a range of learning experiences and activities to help you develop your understanding of conflict resolution.

You will be given the opportunity to reflect on some of the issues raised, and check you have understood. At the end of each section there will be a self-assessment quiz for you to test your knowledge.

When you finish the course, you will be asked to demonstrate your understanding of conflict resolution by completing an assessment.

Learning Objectives:

By the end of this module you should be able to:

- Explain the importance of verbal and non-verbal communication, and the roles they play in a conflict situation
- Identify common barriers to communication, and utilise strategies for effective communication and conflict resolution
- Identify common behaviour patterns and warning signs within a conflict situation
- Understand the role of NHS Protect in managing security across the organisation

HEALTHCARE STATUTORY AND MANDATORY

Module Title: Fire Safety

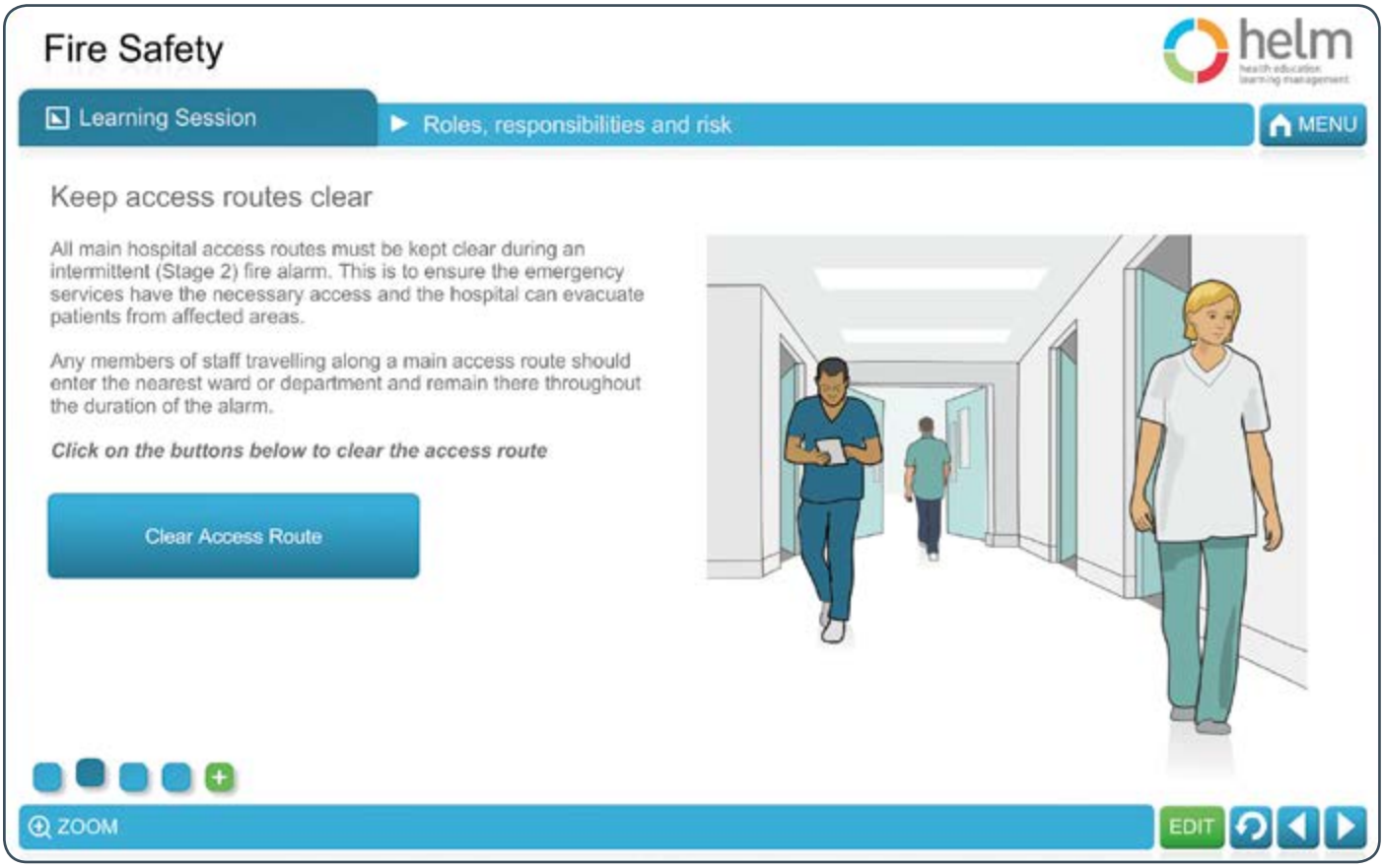
Module Overview:

This e-learning session outlines the procedures, roles and responsibilities of staff regarding Fire Safety.

Learning Objectives:

By the end of this module you should be able to:

- Explain the Fire Triangle and common causes of fire
- Describe the fire alarm and evacuation procedure
- Identify staff roles and responsibilities, fire risk reduction, and the benefits of good housekeeping
- Demonstrate what to do if there is a fire
- Describe the actions necessary to control a fire
- Identify the correct fire extinguisher to use according to the type of fire



HEALTHCARE STATUTORY AND MANDATORY

Module Title: Slips, Trips and Falls - Nursing

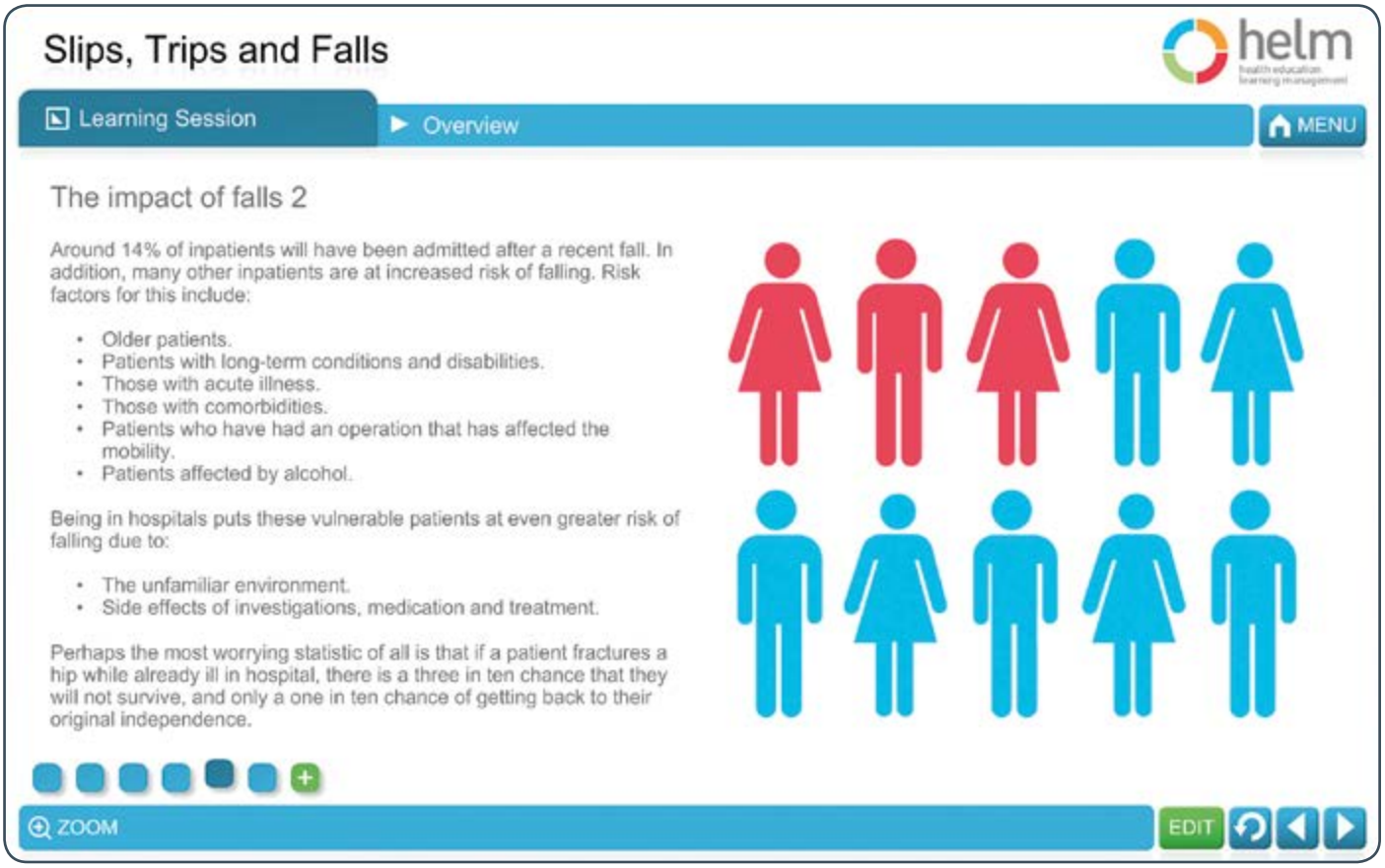
Module Overview:

Welcome to Slips, Trips and Falls elearning for Nursing Staff. This course is designed to give you an introduction to the knowledge you will need to manage older patients at risk of falls and after falling in hospital.

Learning Objectives:

By the end of this module you should be able to:

- To understand the impact of falls on your patient
- To recognise the importance of balancing patient safety, independence, rehabilitation, dignity and patient choice
- To learn how to identify and act on patient risk factors to reduce the likelihood of falls
- To identify environmental risk factors and create a safer environment



Module Title: Slips, Trips and Falls Training - Medical staff

Module Overview:

Welcome to this course CareFall: Reducing inpatient falls risks and post fall management. This course is designed to give you an introduction to the knowledge you will need to manage older patients at risk of falls and after falling in hospital.

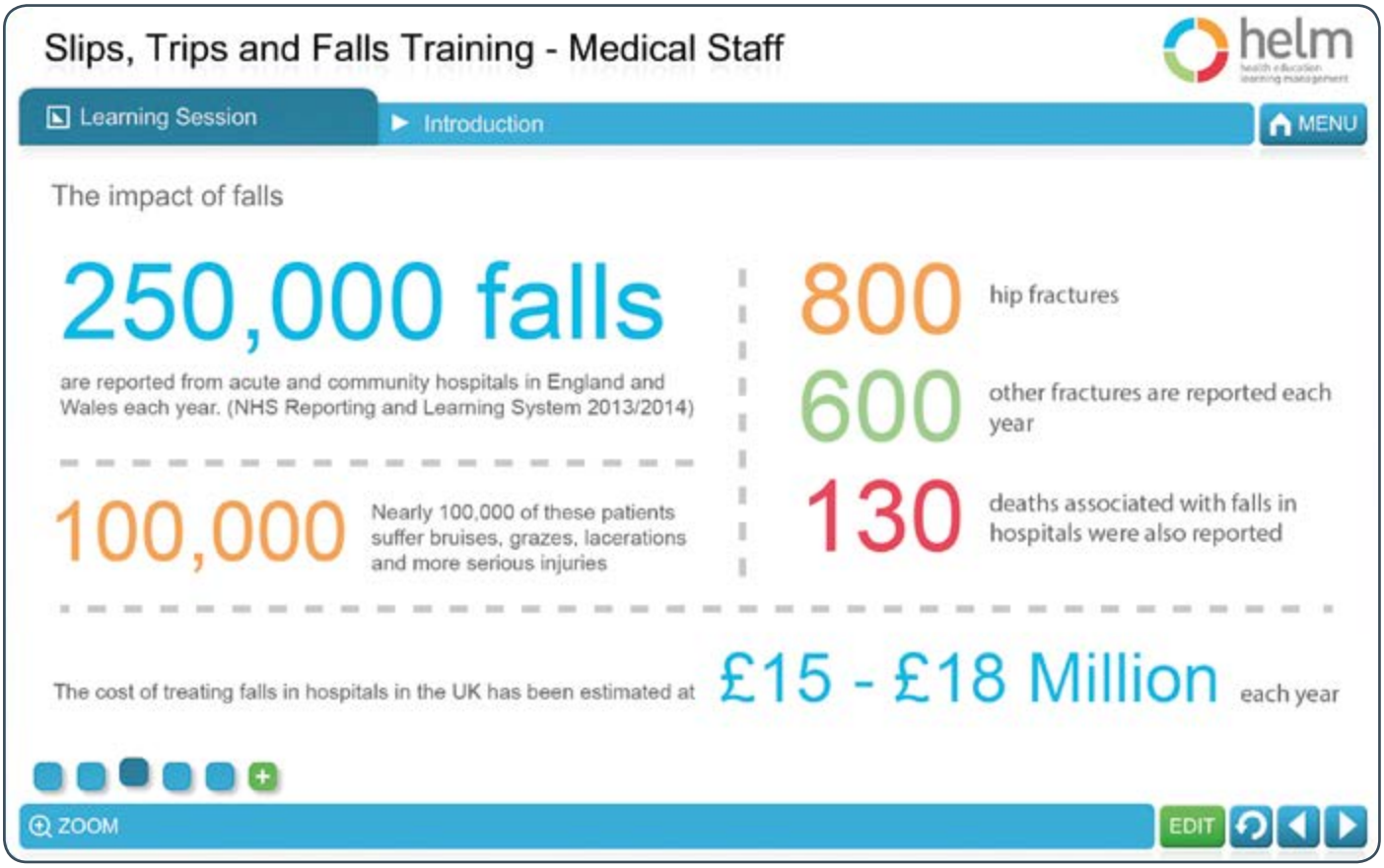
This course has primarily been developed for foundation level doctors working in hospitals; it complements a course previously produced by the Royal College of Physicians and NHS England for hospital-based nurses.

It should take about an hour to complete the course and you can stop and start as you wish.

Learning Objectives:

By the end of this module you should be able to:

- Understand the impact of falls on your patients.
- Describe the importance if medication in relation to falls and medications that can increase the risk of falls.
- List and describe the cardiovascular causes of falls.
- Understand the initial management of patients post-fall.
- Identify environmental risk factors and create a safer environment for in patients.



HEALTHCARE GENERAL

Module Title: Complaints Awareness

Module Overview:

A complaint is any expression of dissatisfaction about the standards of patient care, which a patient/relative believe may have affected them negatively.

Sometimes a comment, observation or a request for more information can be viewed as a complaint but should not be.

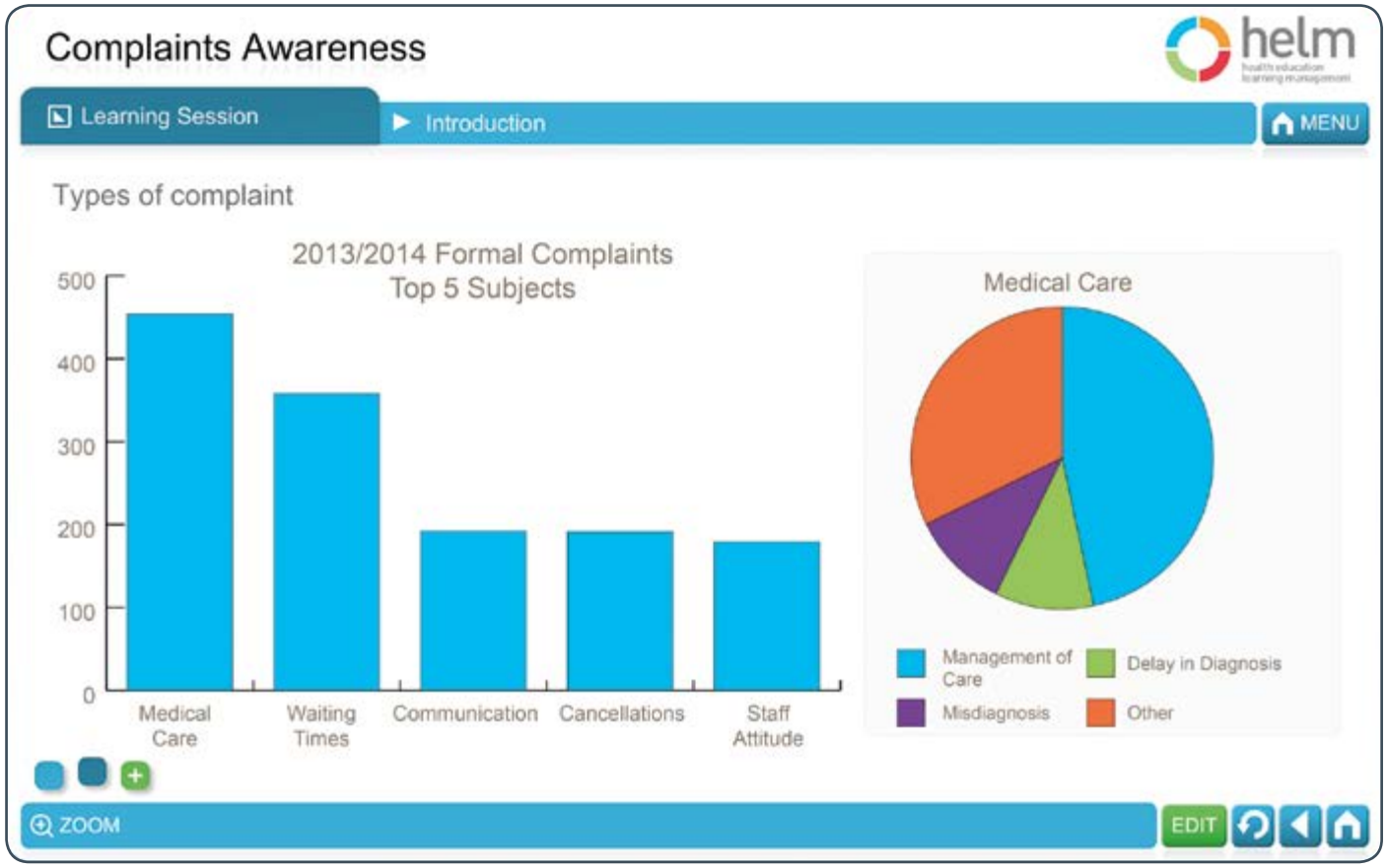
Ask yourself: Is the person only raising a query or asking you to give them information?

Resolving queries and concerns in the early stage can prevent things from escalating into formal complaints.

Learning Objectives:

By the end of this module you should be able to:

- Ensure all staff are focused on improving delivering high quality care.
- Ensure staff know how to effectively and efficiently manage complaints when things go wrong.
- Ensure the complaints process is integral to the delivery of care.
- Recognise situations that might lead to concern or dissatisfaction.
- Seek to remedy concerns/complaints at the earliest opportunity.
- Feel empowered to deal with and resolve concerns/ complaints at a local level.
- Demonstrate an understanding of local complaints process. Identify actions arising from complaints, ensuring that practice and systems are improved and developed accordingly.



Module Title: Introduction to Quality Improvement

Module Overview:

In delivering healthcare services, we have a responsibility to improve quality of care for our patients. We all have a role to play in this by contributing to the planning, development, delivery and maintainence of the highest standards of care.

An important part of delivering high quality care is knowing how to describe what quality looks like in a healthcare context and how improvements in this can be measured.

This is the first introductory module, in a series of related modules on Quality Improvement. It is designed to inform staff about some of the concepts that underpin Quality Improvement, and support them in actively participating and collaborating in improvement processes.

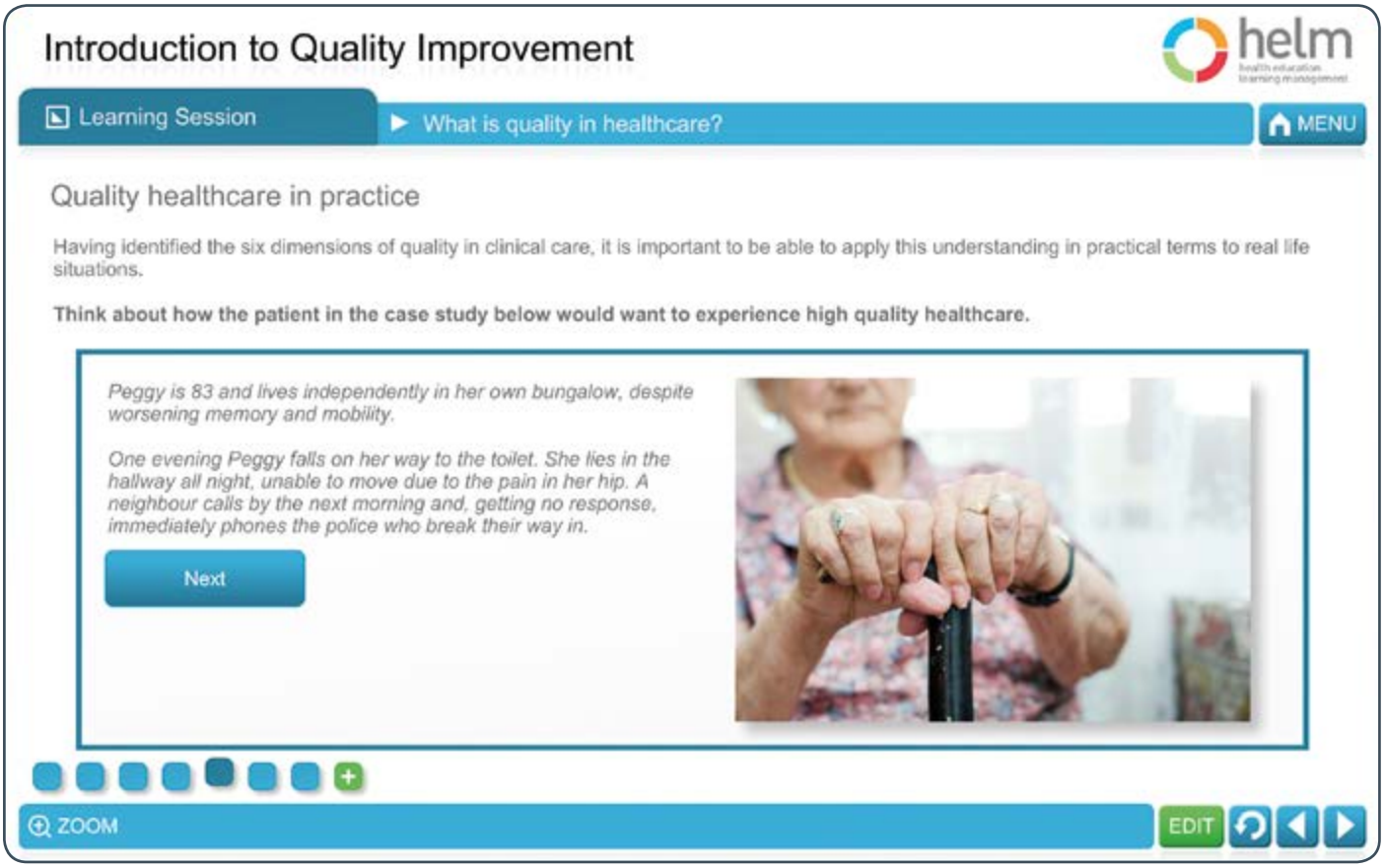
Learning Objectives:

By the end of this module you should be able to:

- Describe quality and apply in healthcare.
- Define what quality improvement is and explain why it is important.
- Distinguish between quality improvement and quality assurance.
- Be able to introduce quality improvement tools into your work.

Throughout the course, you will find this information presented in a number of ways: text, interactive exercises, and opportunities to put what you have learned into practice.

The first section of this course explores what we mean by 'quality' in a healthcare setting...



HEALTHCARE GENERAL

Module Title: Mentorship for Nurses and Midwives

Module Overview:

The University Hospitals of Leicester (UHL) NHS Trust is a teaching hospital and we expect all our qualified nursing & midwifery staff to have a role in supporting learners and colleagues, to help them develop their professional competence and confidence.

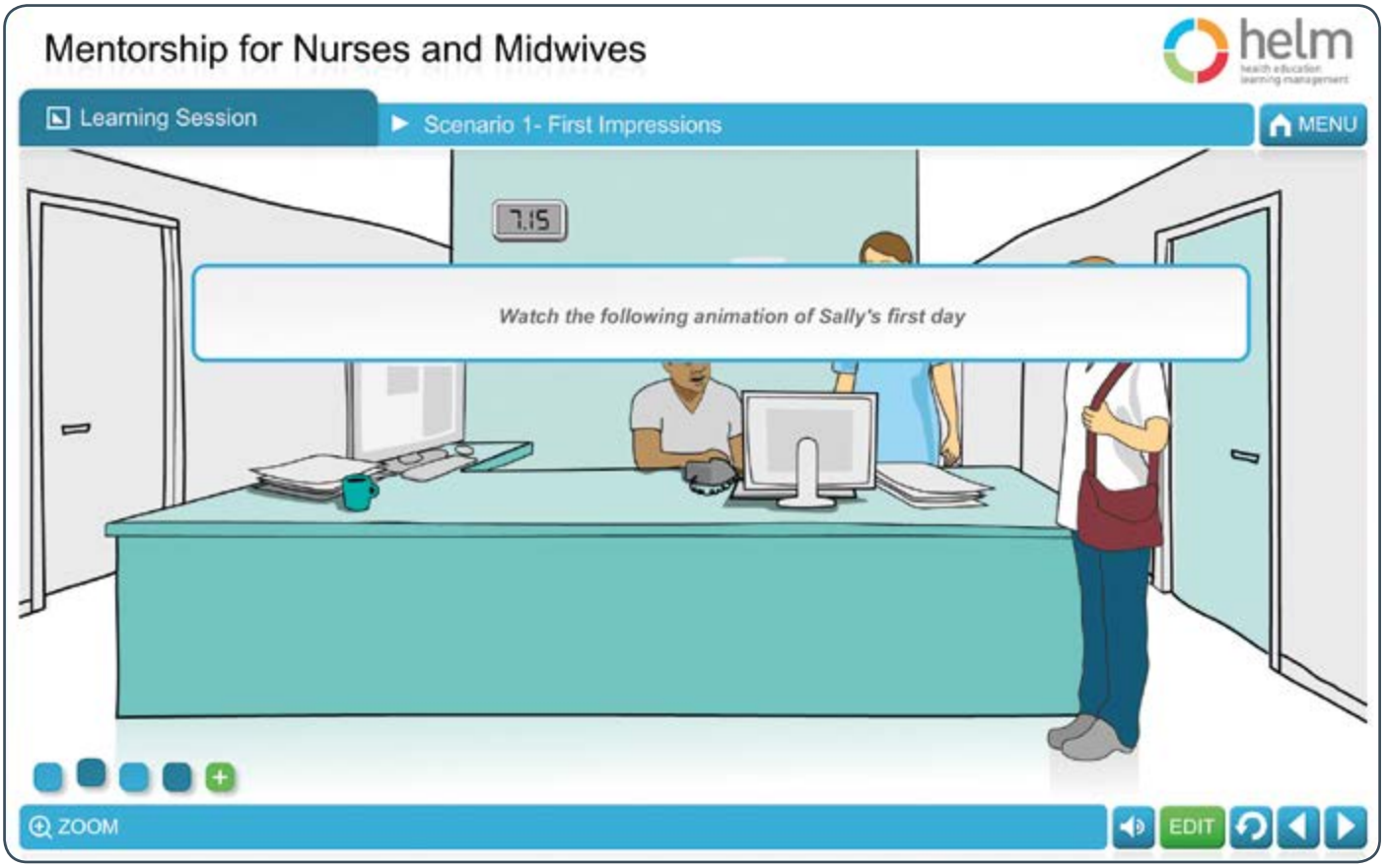
UHL is committed to ensuring all our registered nursing and midwifery mentors are working within the Nursing and Midwifery Councils (NMC) published standards to support learning and assessment in practice (SLAiP 2008), NMC Code and UHL policies (Mentorship Policy for Nursing & Midwifery Staff).

This e-learning package is designed to supplement your annual face - face mentor updating. Our purpose is to ensure all our mentors are receiving consistent mentorship information to enable them to support learners to a high level of competence and knowledge. This e-learning package will support NMC triennial review and provide evidence towards your NMC revalidation. It will also give the UHL the necessary evidence to ensure compliance with professional body requirements (SLAiP standards), therefore ultimately protecting the public.

Learning Objectives:

By the end of this module you should be able to:

- Understand how the different roles of Registrant, Mentor, Sign Off Mentor, Practice Teacher & Teacher, support learners in practice settings.
- Have a greater understanding of how the NMC Development framework will support your role as a mentor and provide evidence for assuring the NMC and the Trust that you are fit to support our learners in practice.
- Understand the assessment process and the evidence required to make judgements about competence.
- Understand the accountability and responsibility of the Mentor & Sign off Mentor in providing evidence with regard to making decisions about achievement of proficiency at progression points.
- Scenarios are provided to highlight some of the issues that are raised when supporting learners in practice.



Module Title: Charging Overseas Visitors

Module Overview:

- Overseas visitors (OSVs) are individuals who are not normally resident in the UK.
- Overseas visitors may be liable to pay for any treatment not recieved within the Emergency Department.
- The Trust has a legal obligation to identify OSVs; determine whether they are liable to pay for their treatment; and if they are - recover the costs.
- The Trust should only provide emergency treatment to liable OSVs who will not or cannot pay for their treatment.
- The Trust bills OSVs visitors for more than £1 million each year.

The risks are:

- The Trust does not identify liable OSVs.
- The Trust provides non-emergency treatment to liable OSVs.
- OSVs will not or cannot pay.
- OSVs may be fraudulently trying to obtain free NHS treatment.

Learning Objectives:

By the end of this module you should be able to:

- Understand your role and responsibility in relation to identifying OSVs.
- Understand the different statuses of OSVs and when OSVs are liable to pay for their treatment.
- Understand the treatment decision relating to OSV.

Module Title: Clinical Coding

Module Overview:

"An urgent appeal for adopting...some uniform system of publishing the statistical records of hospitals. In all hospitals, even in those which are best conducted, there is a great and unnecessary waste of life....
In attempting to arrive at the truth, I have applied everywhere for information, but in scarcely an instance have I been able to obtain hospital records fit for any purpose of comparison.... Improved statistics would tell us more of the relative value of particular operations and modes treatment."

- Florence Nightingale in Notes on Hospitals, London: Longman, Green, Roberts, Longman and Green 1863.

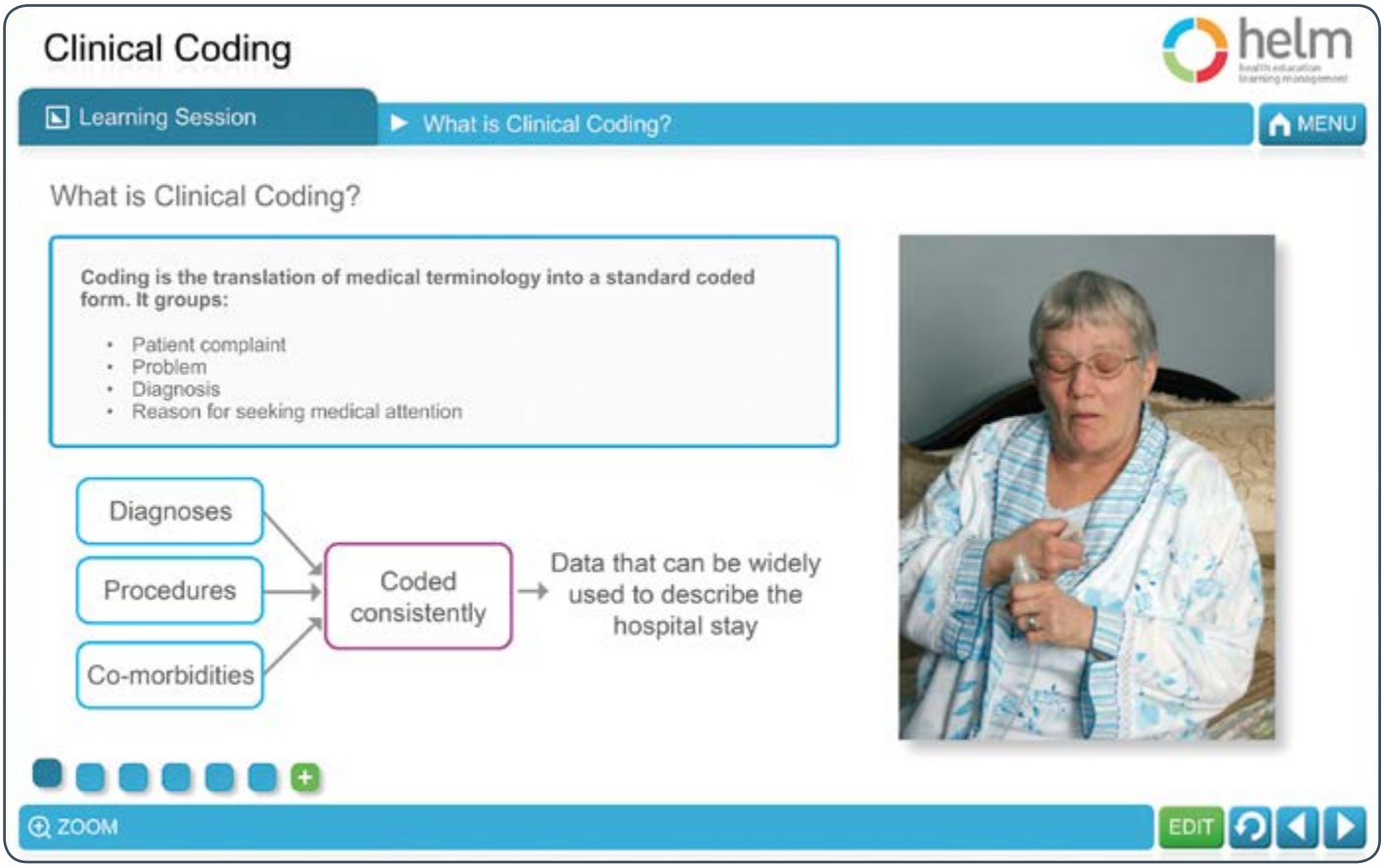
1800's: Data was required to count deaths from the plague and other maladies.

Today: We have standard methods for evaluating all clinical activities

Learning Objectives:

By the end of this module you should be able to:

- What Clinical Coding is.
- Why Clinical Coding is important to safe patient care.
- What information is required for good quality coding.
- What impact your own actions may have on the final quality of coded information.



Module Title: Cost Improvement Plan

Module Overview:

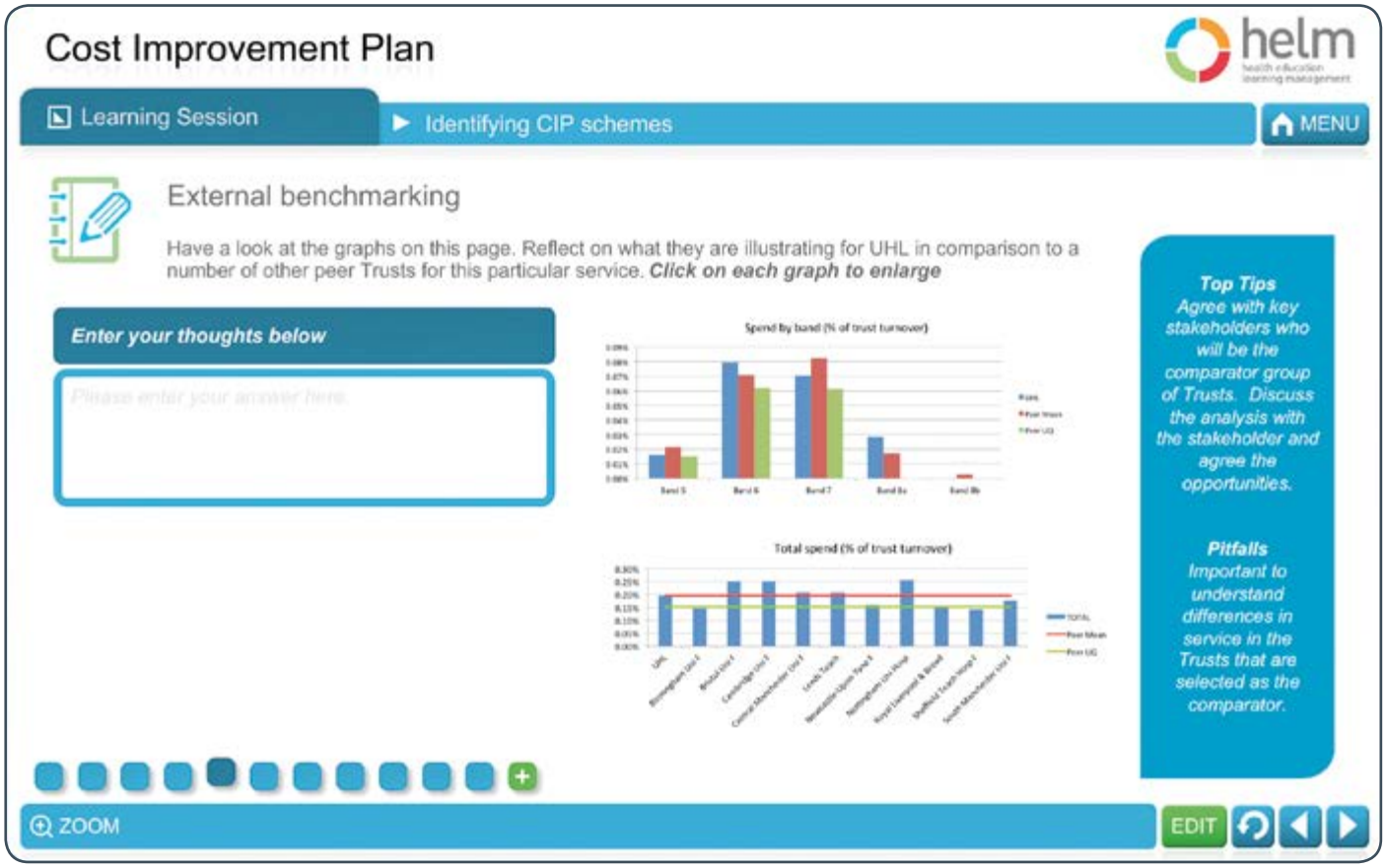
A successful Cost Improvement Plan, commonly known as a CIP is not just about saving money. The most successful organisations have developed long -term plans to transform clinical and non-clinical services that not only result in permanent cost savings, but also improve patient care, satisfaction and safety.

There are several factors which are common in organisations which perform well in CIP planning, delivery and sustainability. To explore these factors in the wheel diagram to the left (or wherever it will be on the page once these changes have been implemented).

Learning Objectives:

By the end of this module you should be able to:

- Define a CIP and explain its importance within organisations.
- Recognise when and why CIPs are implemented
- Distinguish between the different types of CIPs (Transformation, Tactical, Productivity, Pay, Non-Pay and Income).
- Identify the 6 key steps in establishing a CIP.
- Acknowledge common factors of success when developing a CIP, including using SMART objectives.
- Describe UHL's CIP guidelines.
- Understand the necessity for good project planning in CIPs delivery and use the RAG (Red Amber Green) Matrix.
- Consider evaluation methods to measure the success of the CIPs.



Module Title: Introduction to Finance

Module Overview:

The NHS is free at the point of care and the British public love it!

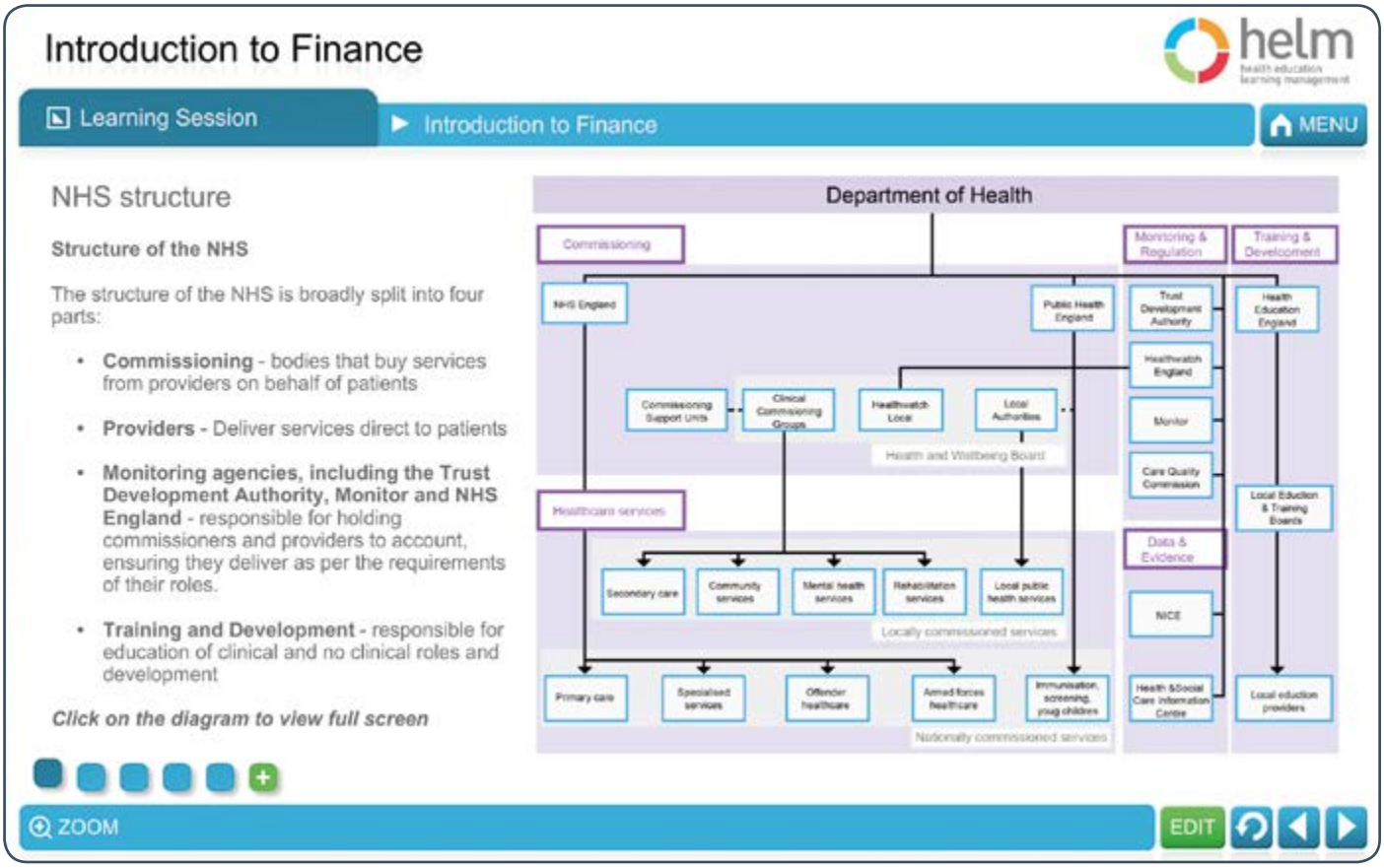
But...it does have a cost to all of us

This module explains how money moves from your pay packet to the treasury and back to your pay packet to pay for health care.....or how money moves around the system to pay for our healthcare

Learning Objectives:

By the end of this module you should be able to:

- Understand the NHS structure and how funding flows around the NHS.
- Understand where the Trust gets it's funding from and how it is received.
- Understand what the Trust spends it's funding on.
- Understand what a budget is.
- Understand the full costs of treating our patients (patient level costing - PLICS).



Module Title: Performance Appraisal

Module Overview:

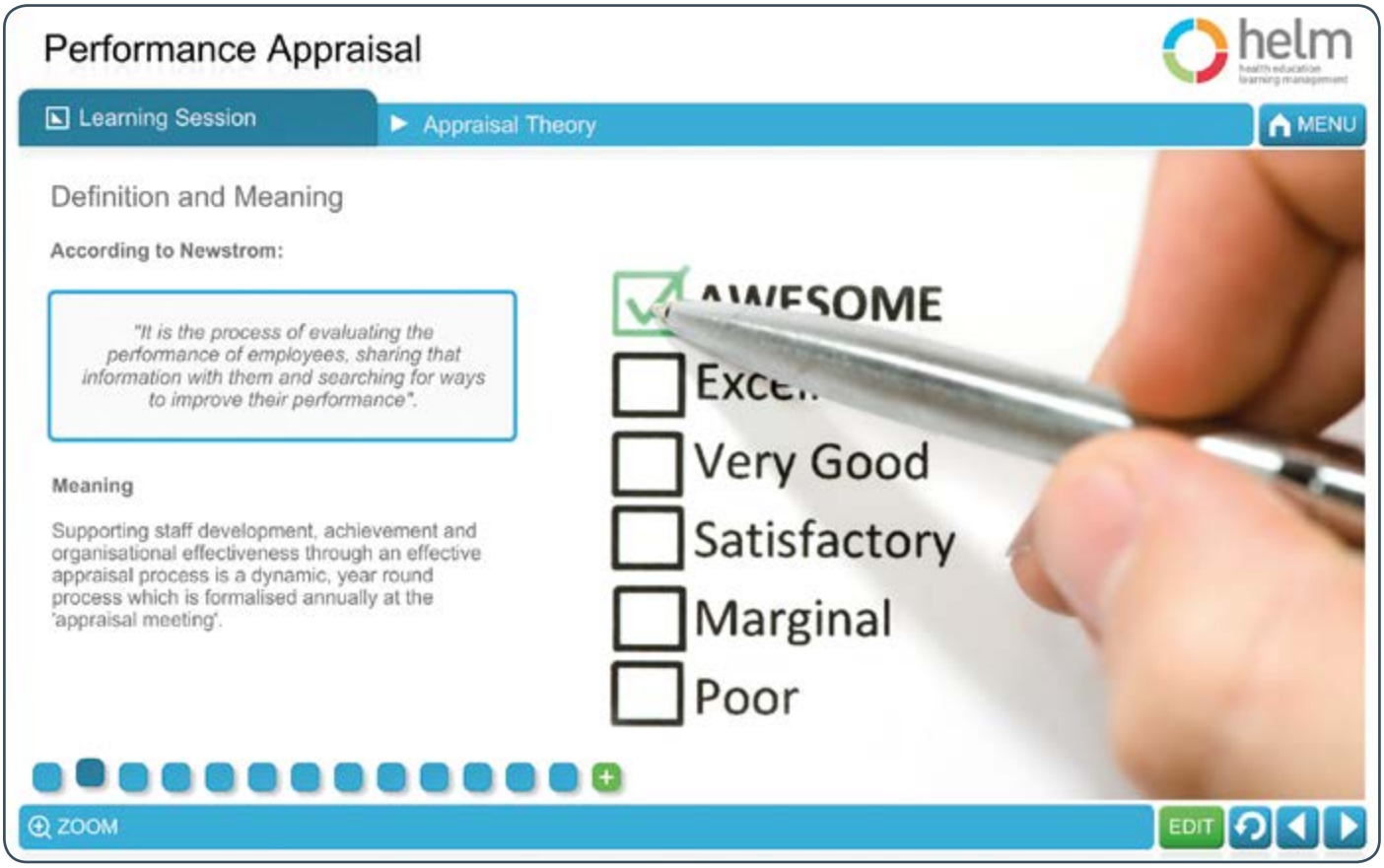
This module focuses on the general principles of appraisal, highlighting relevant aspects relating to how appraisal fits into improving patient care and supporting continuing professional development (CPD), as well as noting some of the specific tasks and activities relating to Appraisal the procedure for Non-Medical Staff . Appraisal provides a structured way to set expectations and give clarity of responsibilities in job role. Appraisal is in place to assess individual performance, provide feedback and define personal development to support delivery of expectations in job role.

The relationship between appraiser and appraisee provides a two way feedback mechanism; a way in which all staff are listened to, valued, motivated and supported at work.

Learning Objectives:

By the end of this module you should be able to:

- Explain the National drivers resulting in the changes.
- Underline the definition and meaning of performance appraisal.
- Highlight the benefits of Performance Appraisal.
- Elaborate on the objective and process of Performance Appraisal.
- Underline the Performance Appraisal system in the hospital.
- Explore strategies taken to deal with the different situations.



Module Title: Procurement: Buying the Right Way

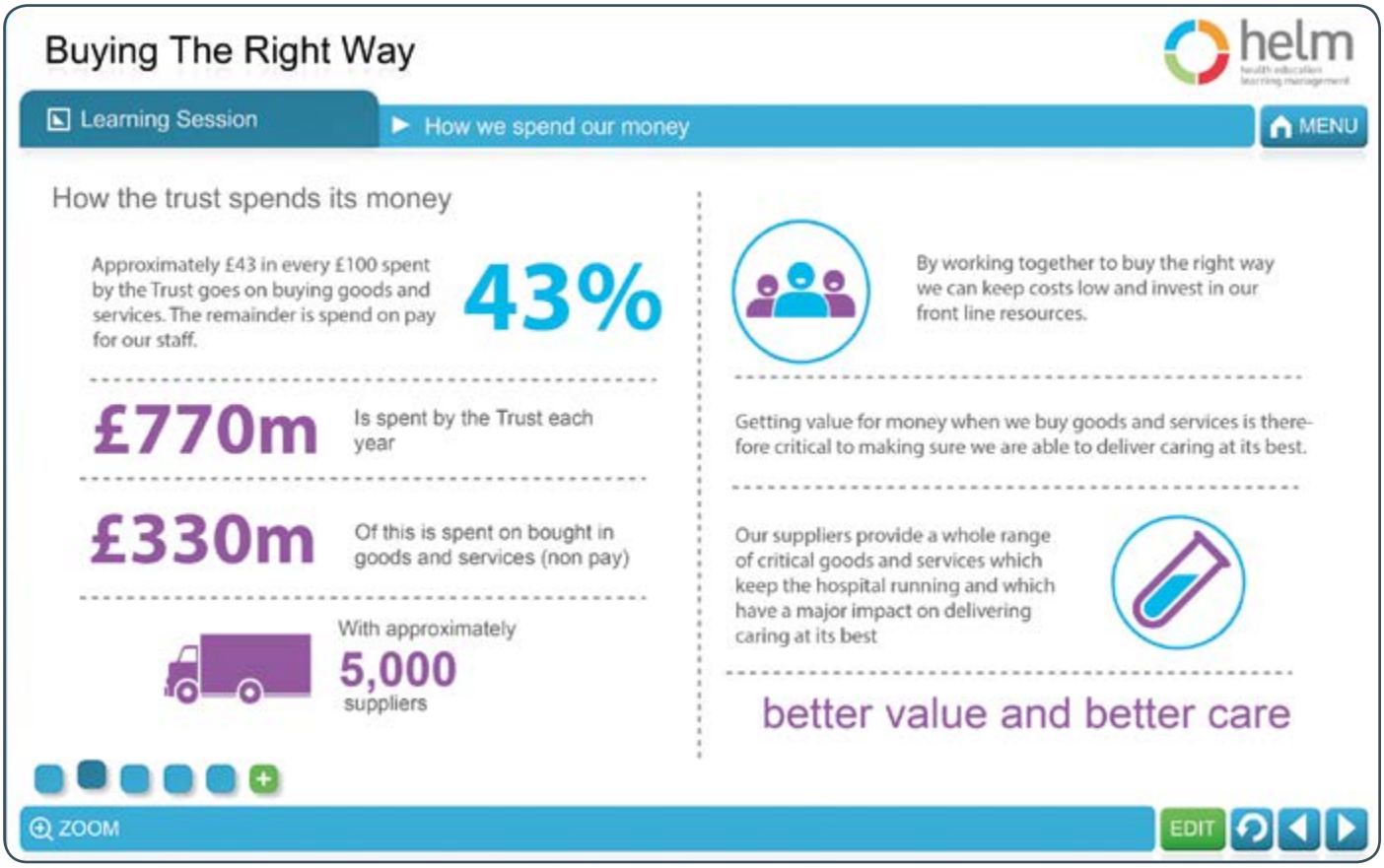
Module Overview:

- Explain why it is important to buy in the right way
- Help and support you to buy in the right way

Learning Objectives:

By the end of this module you should be able to:

- How the Trust spends its money.
- Why it is important to get best value and the part we all play in this.
- How you can help us get best value for our patients.
- Everyone's role when buying goods and services.
- How you buy goods and services and comply with the Trusts policies and procedures.



Module Title: Referral to Treatment

Module Overview:

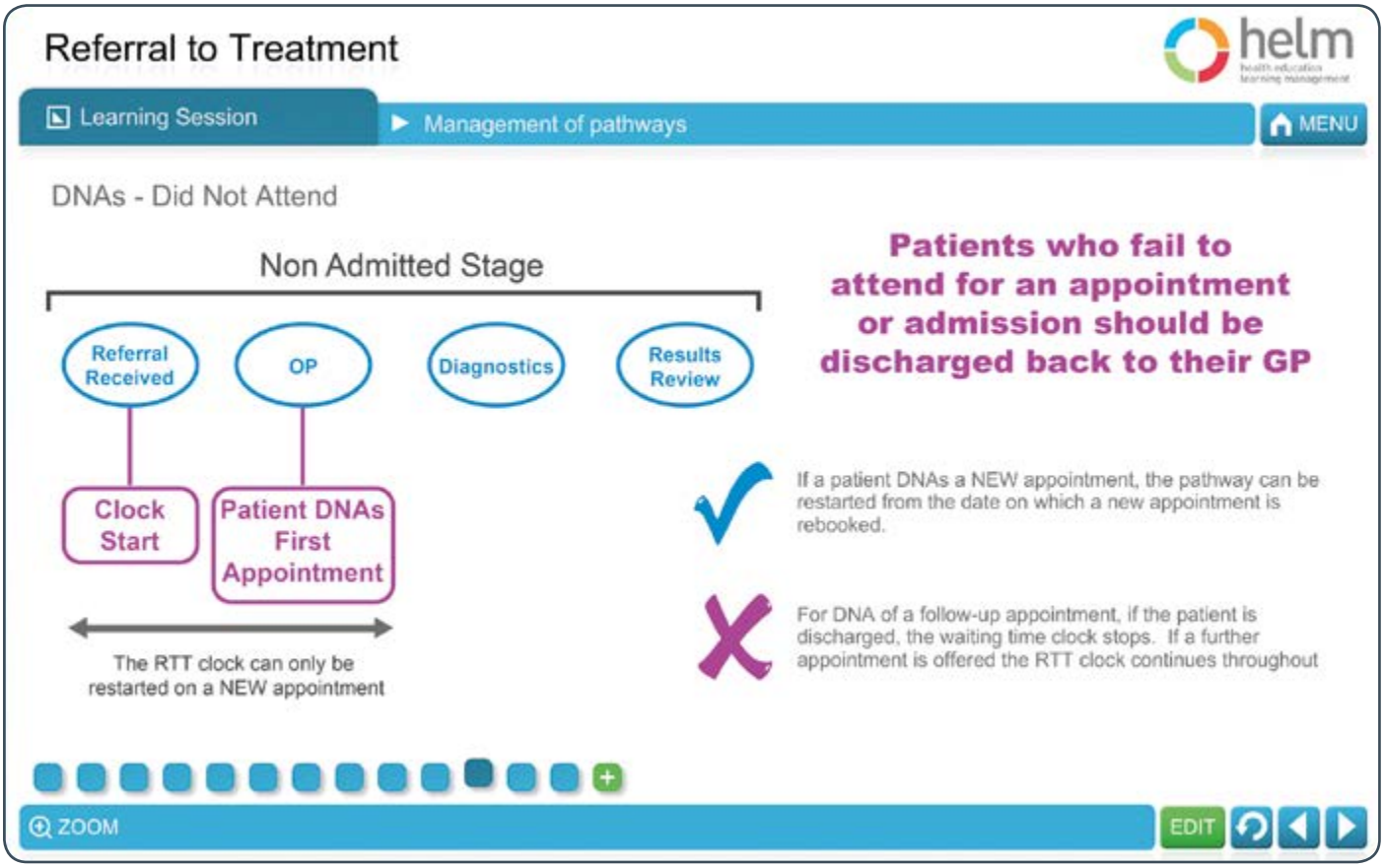
Your responsibility as a member staff, whoever you are, is to be clear about the basic rules that should be applied to patients on a referral to treatment pathway and, more specifically, what part you are required to play in the process.

If you want to know more or have any particular queries please contact your RTT Team who can be to provide any advice.

Learning Objectives:

By the end of this module you should be able to:

- What Referral to Treatment (RTT) is and why it is important for patients.
- What the national RTT standards for all NHS Trusts are.
- What starts and stops an RTT pathway.
- What the purpose of clinic outcome forms is and why they are so important.
- What happens when patients transfer between NHS Trusts, important definitions and how to manage cancellations, DNA's, patient unavailability and other scenarios.
- Where to find additional help and advice.



HEALTHCARE GENERAL

Module Title: Appraisal Training

Module Overview:

Appraisal training generally covers the end of the process and focuses on the style of paperwork that needs to be completed. This gives the perception that it is a once a year process.

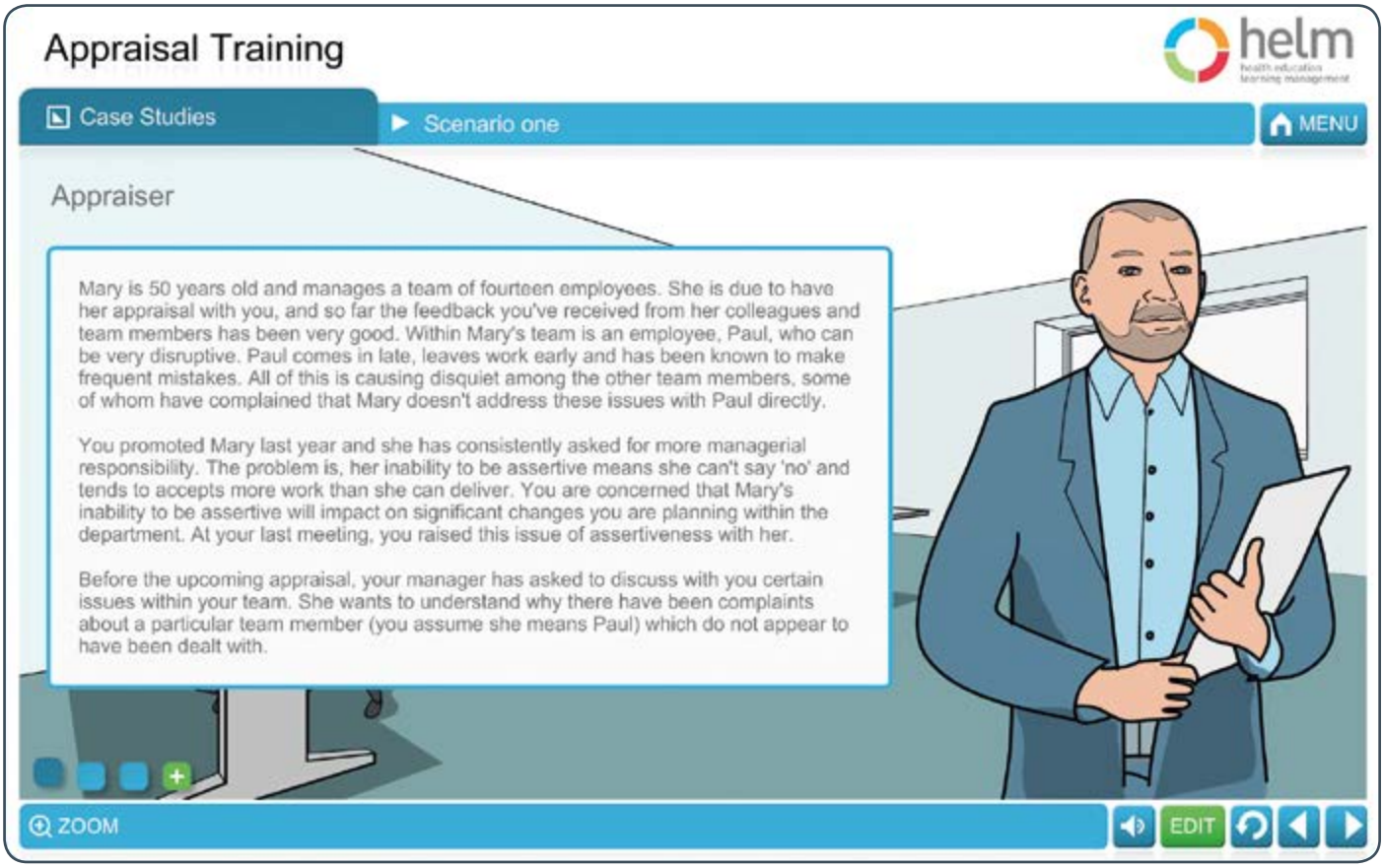
The paperwork serves an important purpose, to capture a meeting between you and the employee. However, an effective appraisal process is more than a yearly meeting and its aim is to achieve success for: you the manager (the appraiser), the employee (the appraisee), the organisation and its strategic/business plan, and the stakeholders.

We will cover the meaning and importance of an effective appraisal process, along with the benefits of regular touch points with employees throughout the year focusing on their objectives and development linked to the business and strategic plan. We will also cover the essential skills and approach of an appraisal process as an on-going cycle.

Learning Objectives:

By the end of this module you should be able to:

- Identify why appraisals are necessary for employees and the business.
- Succinctly justify the reason for appraisal to employees.
- Prepare employees for participation in appraisals.
- Identify the different skills required for effective appraisals.
- Describe how emotional states will affect appraisal meetings.
- Give effective feedback to employees.
- Identify the right environment for appraisal meetings.
- Know the importance of regular meetings (touch points with employees).
- Work through the scenarios and practice undertaking appraisals.



HEALTHCARE GENERAL

Module Title: National Early Warning Scorecard - Acute Care

Module Overview:

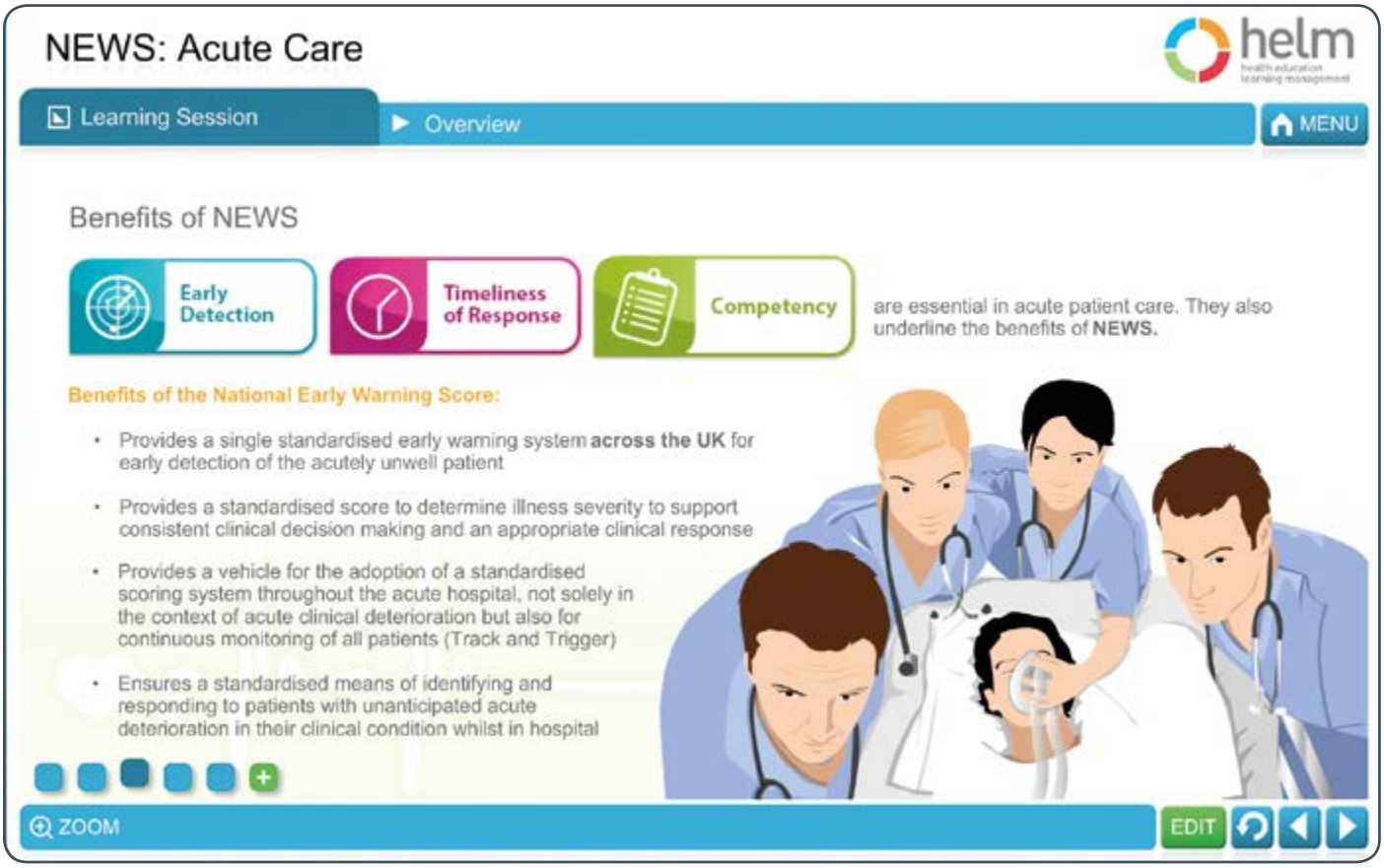
This e-learning session provides an overview of the National Early Warning Score (NEWS): The standardisation of assessment of acute illness severity.

NEWS provides a systematic method to measure simple physiological parameters in all patients aged 16 and above.

Learning Objectives:

By the end of this module you should:

- Describe the benefits of the National Early Warning Score (NEWS)
- List two main ways in which NEWS is to be used
- Know the Six Physiological Parameters included in the NEWS
- Outline how the NEWS works
- Describe the NEWS system, threshold and triggers
- Demonstrate correct use of the NEWS and its clinical response



HEALTHCARE GENERAL

Module Title: National Early Warning Scorecard - Ambulance Care

Module Overview:

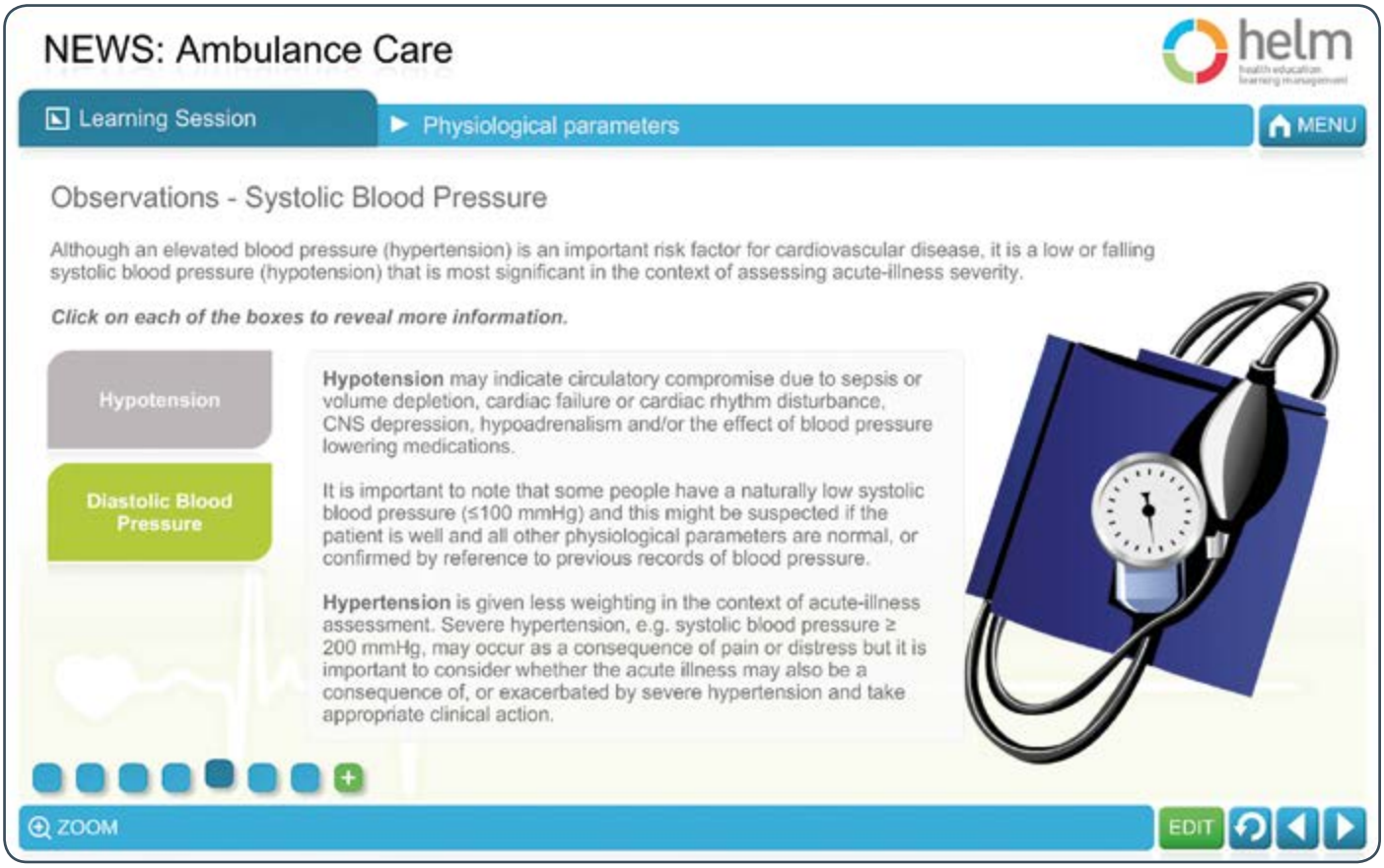
This e-learning session provides an overview of the National Early Warning Score (NEWS): The standardisation of assessment of acute illness severity.

NEWS provides a systematic method to measure simple physiological parameters in all patients aged 16 and above.

Learning Objectives:

By the end of this module you should be able to:

- Describe the benefits of the National Early Warning Score (NEWS).
- List two main ways in which NEWS is to be used
- Know the Six Physiological Parameters included in the NEWS.
- Outline how the NEWS works.
- Describe the NEWS system, threshold and triggers.
- Demonstrate correct use of the NEWS and its clinical response.



HEALTHCARE GENERAL

Module Title: National Early Warning Scorecard - Mental Health

Module Overview:

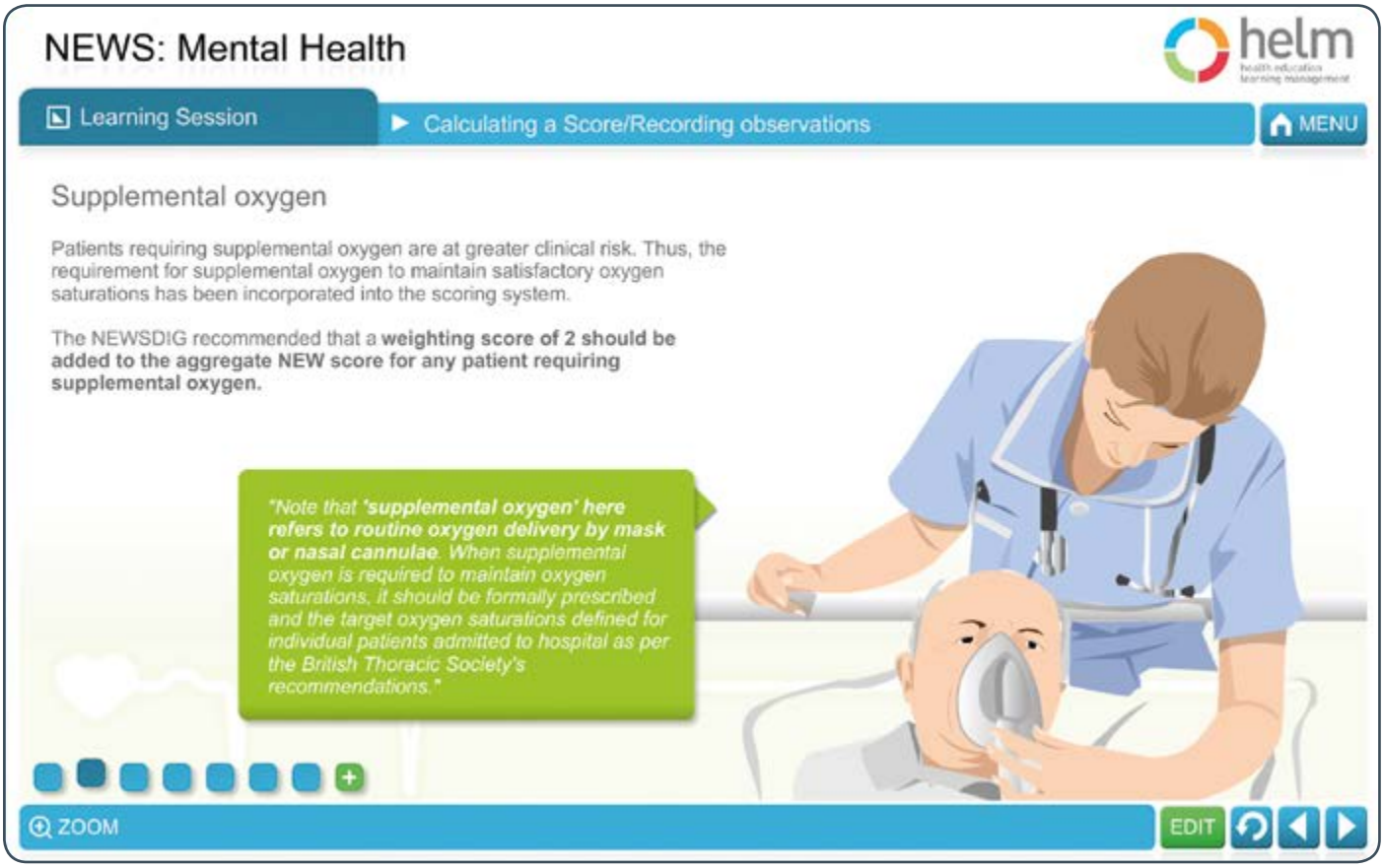
This e-learning session provides an overview of the National Early Warning Score (NEWS): The standardisation of assessment of acute illness severity.

NEWS provides a systematic method to measure simple physiological parameters in all patients aged 16 and above.

Learning Objectives:

By the end of this module you should:

- Describe the benefits of the National Early Warning Score (NEWS).
- List two main ways in which NEWS is to be used.
- Know the Six Physiological Parameters included in the NEWS.
- Outline how the NEWS works.
- Describe the NEWS system, threshold and triggers.
- Demonstrate correct use of the NEWS and its clinical response.



HEALTHCARE GENERAL

Module Title: National Early Warning Scorecard - Community/Nursing or Residential Home

Module Overview:

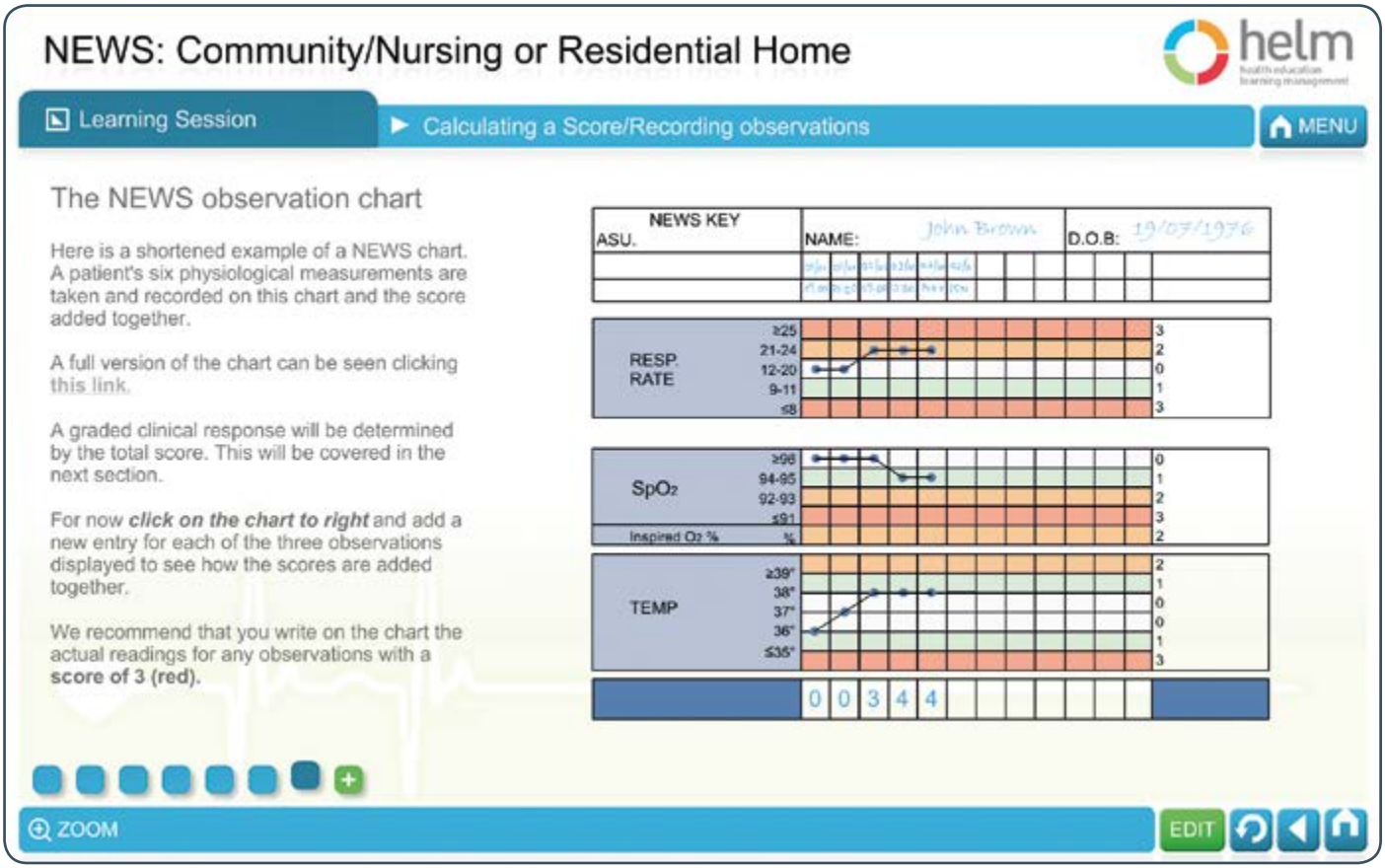
This e-learning session provides an overview of the National Early Warning Score (NEWS): The standardisation of assessment of acute illness severity.

NEWS provides a systematic method to measure simple physiological parameters in all patients aged 16 and above.

Learning Objectives:

By the end of this module you should be able to:

- List two main ways in which NEWS is to be used.
- Know the Six Physiological Parameters included in the NEWS.
- Outline how the NEWS works.
- Describe the NEWS system, threshold and triggers.
- Demonstrate correct use of the NEWS and its clinical response.



HEALTHCARE GENERAL

Module Title: National Early Warning Scorecard - Primary Care

Module Overview:

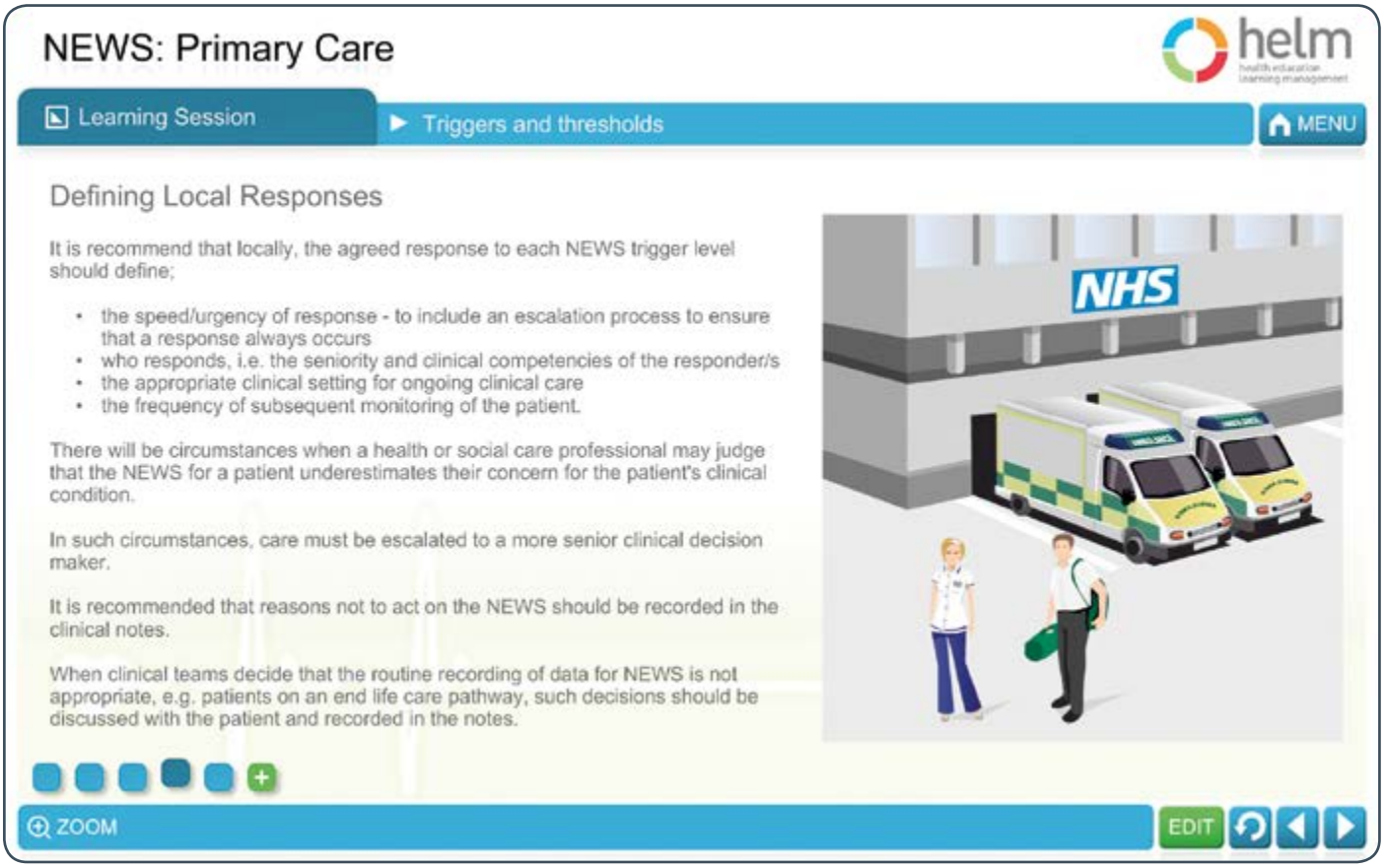
This e-learning session provides an overview of the National Early Warning Score (NEWS): The standardisation of assessment of acute illness severity.

NEWS provides a systematic method to measure simple physiological parameters in all patients aged 16 and above.

Learning Objectives:

By the end of this module you should be able to:

- List two main ways in which NEWS is to be used
- Know the Six Physiological Parameters included in the NEWS
- Outline how the NEWS works
- Describe the NEWS system, threshold and triggers
- Demonstrate correct use of the NEWS and its clinical response



HEALTHCARE GENERAL

Module Title: Foundation Module in Kidney Care

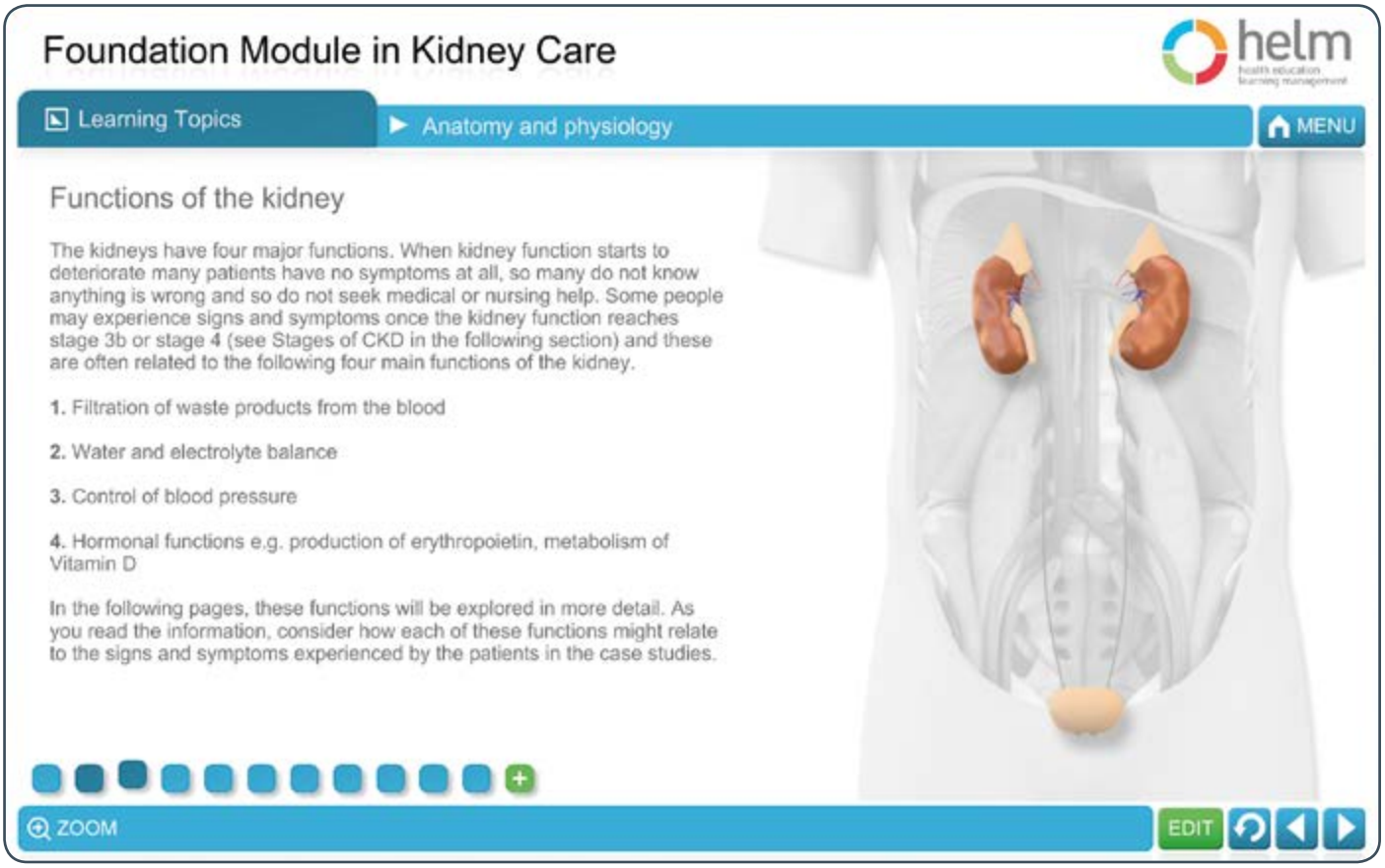
Module Overview:

This innovative elearning module has been developed for registered nurses who are new to the renal speciality. It is also useful for allied health professionals who are new to kidney care. The module provides you with everything you need to prepare you for your first months on a renal ward, dialysis unit or clinic. Module topics include anatomy and physiology of the kidney, prevention of kidney disease, caring for the acutely ill and an overview of renal replacement therapy. In addition, specialist clinical skills such as assessment and education of people with kidney disease are presented and discussed. The module is interspersed with interactive activities that you can discuss with your senior colleagues and/or mentors. The module will take approximately 10 hours to complete, but you have the flexibility to undertake the module when you wish, in either short or long chunks of time.

Learning Objectives:

On completion of this module you will know and understand:

- Anatomy and Physiology of the kidney.
- Epidemiology and causes of kidney disease.
- International staging of kidney disease.
- Prevention of kidney disease.
- Signs and symptoms of kidney disease.
- Infection control.
- Patient assessment.
- Patient education.
- Psycho-social care including discharge planning.
- Medicine management.
- Basic nutrition in kidney disease.
- Caring for the acutely ill with renal disease.
- Basic introduction to renal replacement therapy (RRT).



HEALTHCARE GENERAL

Module Title: Fluid Management in Kidney Disease (Advanced)

Module Overview:

This e-learning module has been developed by the British Renal Society Education Committee in conjunction with expert clinicians from across the multi-professional team, who volunteered to write the content.

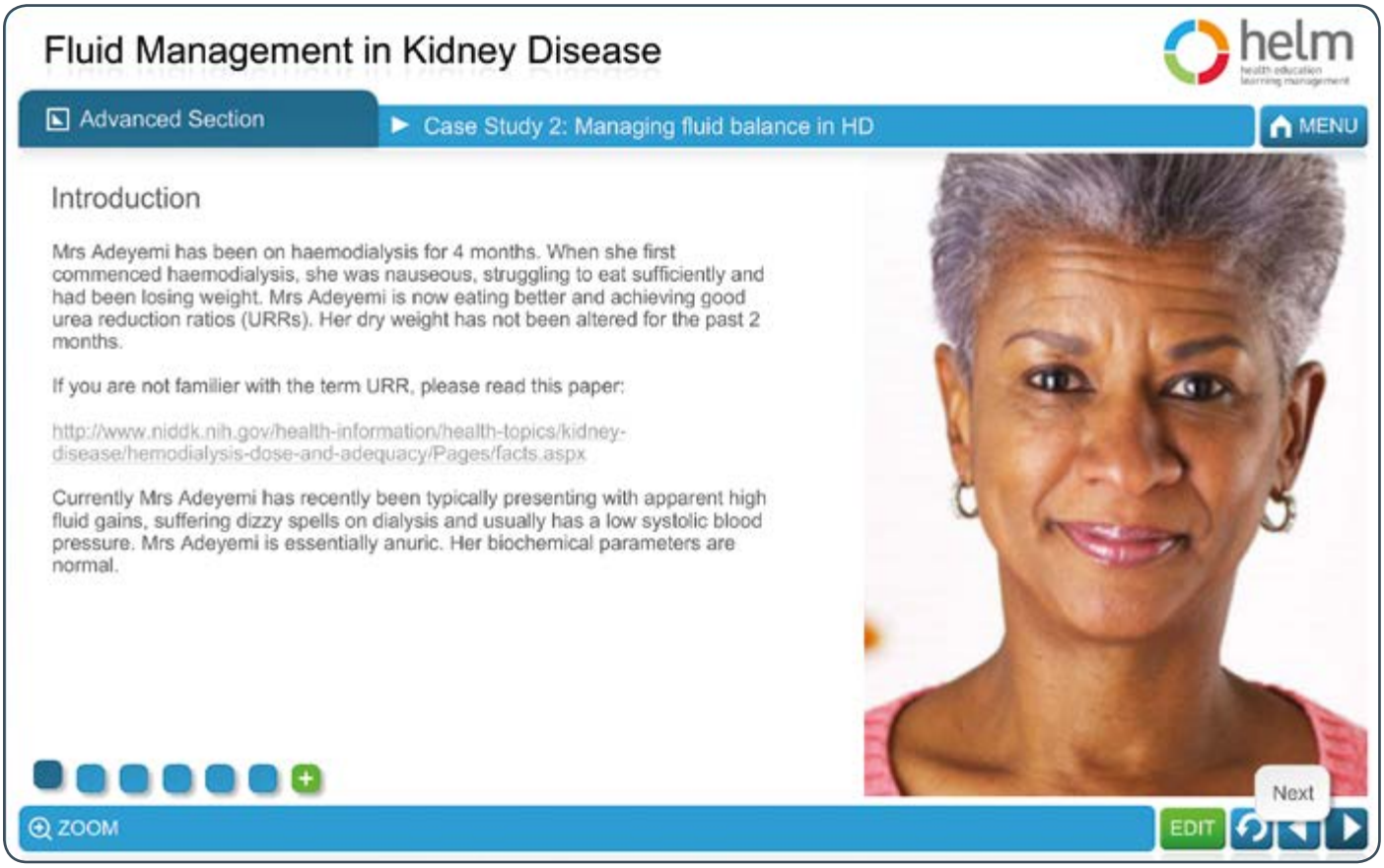
The team who authored this module are:

- Jane Alderdice, Dietetic Professional Lead/Renal Dietetic Team Leader, Central Manchester University Hospitals NHS Foundation Trust.
- Maria Barrett, Renal Dietitian, Birmingham Heartlands Hospital.
- Christopher Duncan, Senior Lecturer, University of Wolverhampton.
- Dr Emma Montgomery, Nephrology Specialist Registrar in Nephrology and General Internal Medicine, Newcastle upon Tyne.
- Dr Nicola Thomas, Associate Professor in Kidney. Care, London South Bank University.
- Sue Woodcock, Senior Lecturer, Kingston University and St George's, University of London.
- Dr Elizabeth Lindley, Clinical Scientist, Leeds Teaching Hospitals NHS Trust, has kindly provided advice and resources for the Bioimpedance section.

Learning Objectives:

By the end of this module you should be able to:

- Review how to undertake detailed fluid assessment and other measures such as bioimpedance.
- Manage complexities in fluid balance on HD and PD, specifically those relating to prescription management.
- Explore innovative ways to improve patient outcomes.



HEALTHCARE GENERAL

Module Title: Pacemakers and ICDs for Paramedics and Nurses

Module Overview:

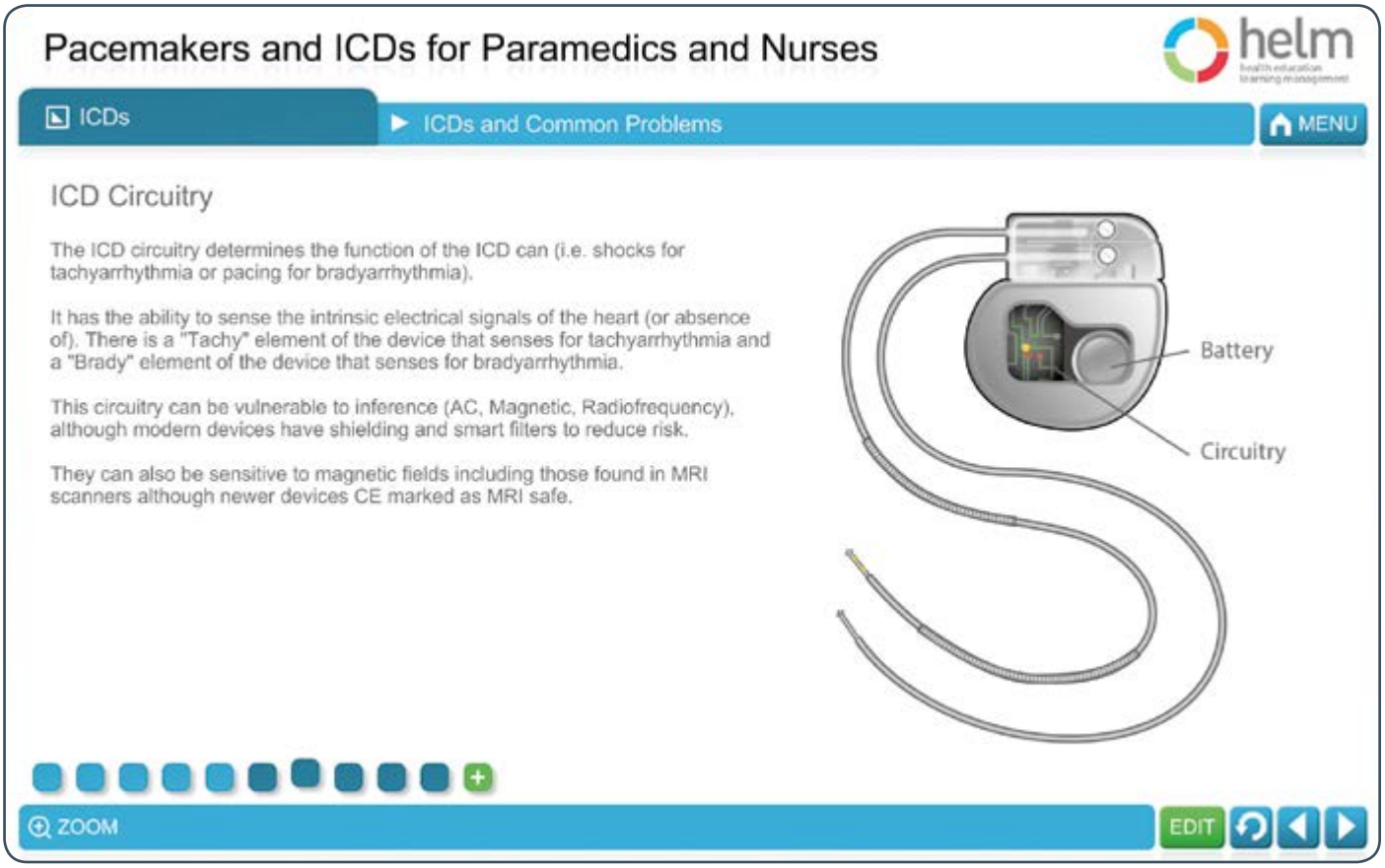
This course is designed to develop essential knowledge and skills in the assessment and treatment of patients with cardiac pacemakers or ICDs.

Firstly we will review basic cardiac electrophysiology, looking at how the cardiac cycle works and the role of the sinus and AV node. We will also review how the cardiac conduction system works, and the problems that can occur with its normal activity.

Learning Objectives:

By the end of this module you should know:

- History of Pacing.
- Pacemaker Components.
- Pacemaker Terminology (including the pacemaker code).
- Single and Dual Chamber Pacing.
- ECGs in Cardiac Pacing.
- Pacemaker Magnet Mode.
- Pacemaker Indications.
- Pacemaker Complications.
- First Line Treatment of Pacemaker Complications.
- Introduction to ICDs.
- ICD Components.
- ICDTerminology (including the pacemaker code).
- ICD Magnet Mode.
- ICD Indications.
- ICD Complications.
- First Line Treatment of ICD Complications.
- ICDs in End of Life Care.



Module Title: Water and Hydration

Module Overview:

This module on Water and Hydration introduces the physiology of water in the body. We will look at how best to stay optimally hydrated, and how inadequate hydration can impact on health - both in clinical environments and everyday life.

Water is essential for life. It is:

- The environment in which the body's biochemical reactions take place.
- The medium in which nutrients, oxygen, waste products and heat are transported.

Too much or too little water upsets these functions, and can impair health, performance and recovery (from sport or illness) in us all.

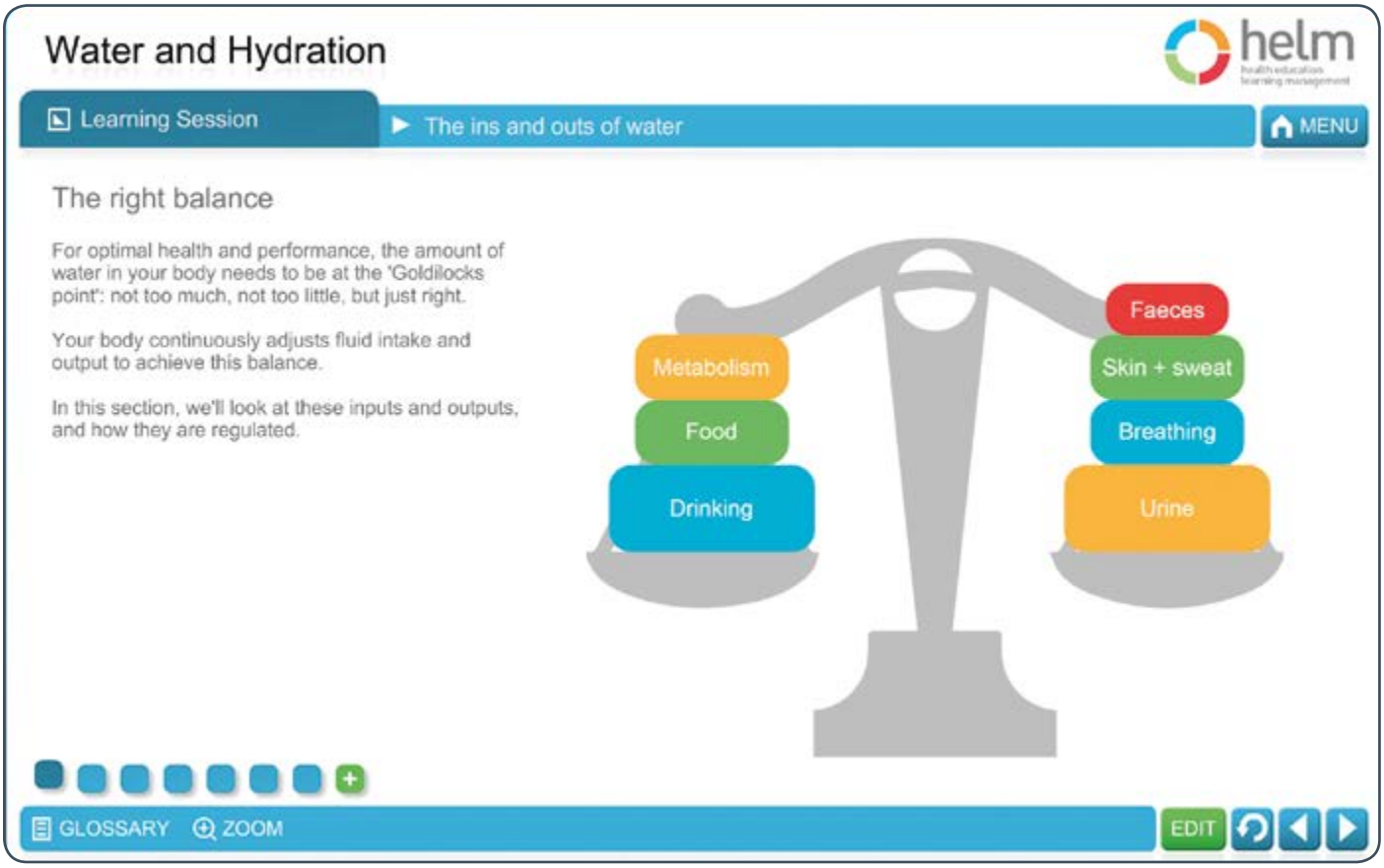
From athletes and the aged, to the professional and post-operative, correct hydration can be a matter of 'personal best' or 'life or death'.

Learning Objectives:

By the end of this module you should:

- Explain where water is found in the body and how it circulates.
- Recognise the impact that changes to hydration levels can have on the body's physiology.
- Identify how the mechanisms governing intake and output of fluids keep us optimally hydrated.
- Recognise the signs and symptoms of dehydration and overhydration.
- Evaluate hydration status and take appropriate steps to redress any imbalance.

This module will give you a basis from which to move on to our other modules, exploring more specialised areas of hydration.



HYDRATION

Module Title: Hydration in Care Homes

Module Overview:

This module on hydration in care homes will help you keep care home residents appropriately hydrated.

Dehydration is a common problem for older people. A quarter of all nursing home patients admitted to hospital are dehydrated.

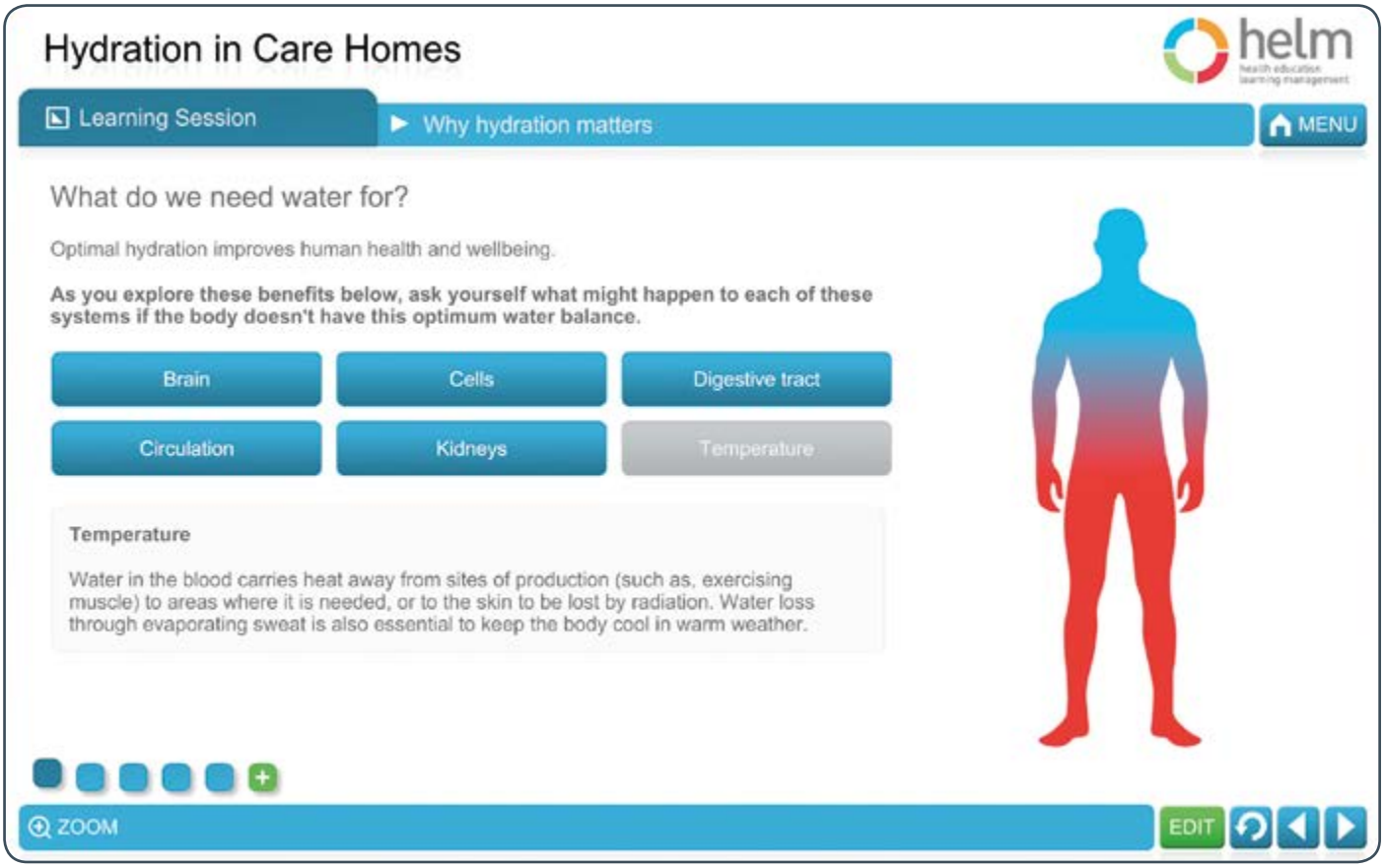
Older people are at greater risk of becoming dehydrated. This can affect their health and quality of life.

As a carer, you can play a vital role in preventing dehydration in care home residents.

Learning Objectives:

By the end of this module you should be able to:

- Recognise the impact of poor hydration on older people.
- Identify individuals at risk of poor hydration.
- Evaluate and respond to indicators of poor hydration.
- Define and develop good hydration practice within a care home.



HYDRATION

Module Title: Perioperative Hydration

Module Overview:

This module on **perioperative hydration** will help you manage patients' fluid needs around the time of surgery. The hydration status of patients before, during and after surgery can have a significant impact on postoperative complications, length of stay in hospital, and even survival.

Problems occur when patients receive too much (overhydration) OR too little (underhydration) fluid. In fact, the risk of death is almost four times higher for patients who had poor fluid management prior to surgery compared with patients whose fluid therapy was adequate.*

The NCEPOD report highlights the importance of good fluid management throughout the preoperative period. Throughout a patients hospital care there will be many healthcare professionals involved in the care. Everyone is responsible for assessing and managing a patient's fluid status.

As such, there is a need for greater awareness of best practice in fluid management requirements of surgical patients among hospital staff at all levels.

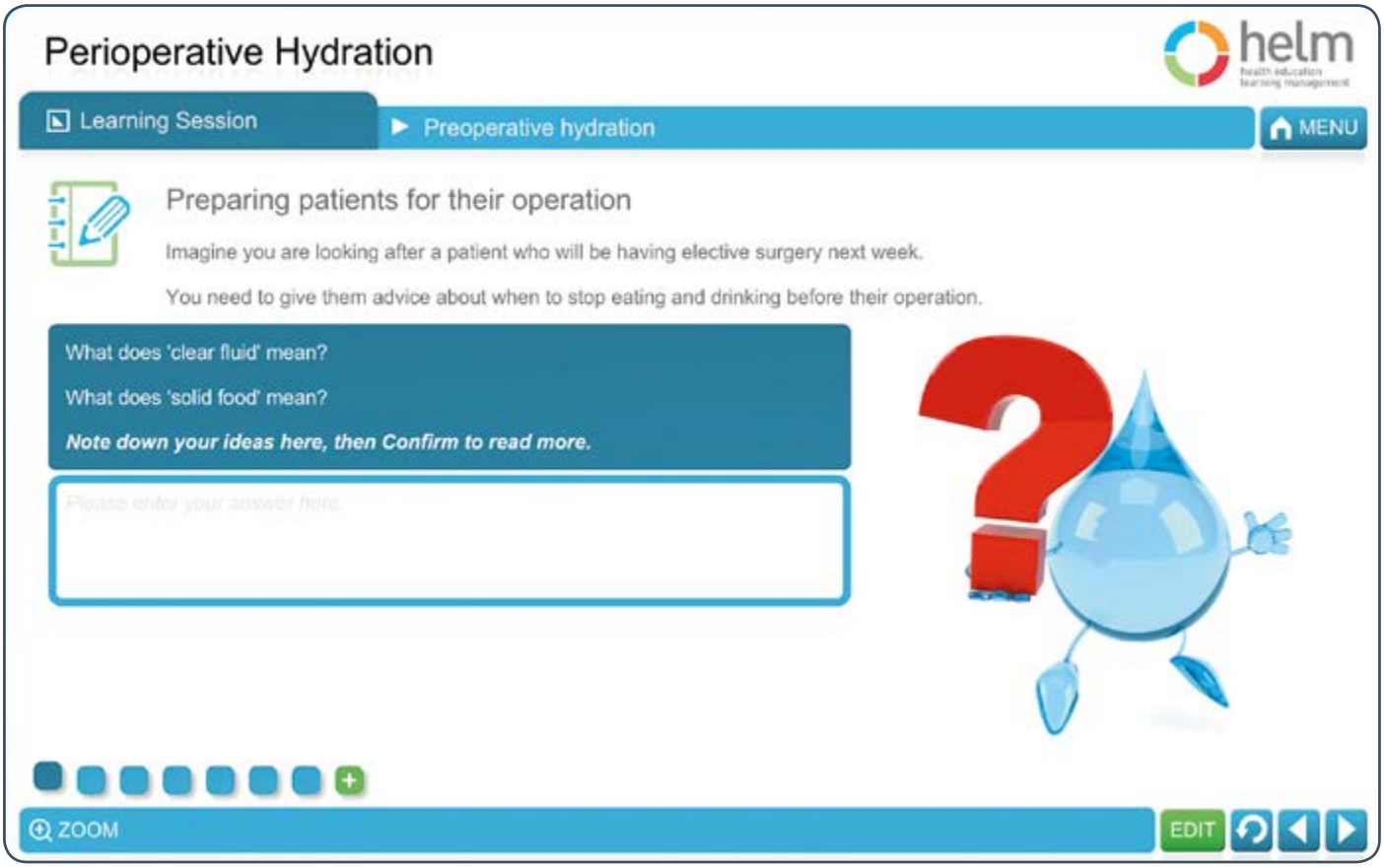
** 'Knowing the risk' NCEPOD report 2011 - see the 'Further support and information' page at the end of this module*

Learning Objectives:

By the end of this module you should be able to:

- Understand the benefits of maintaining optimal hydration, and the harmful effects of not doing so.
- Learn how to balance oral fluid intake and intravenous fluid requirements in surgical patients.
- Learn to identify features of overhydration and underhydration in your surgical patients.
- Learn to manage basic fluid requirements in the perioperative period.
- Evaluate and respond to patients' fluid requirements following surgery.

Before you start this specialised area of hydration, you may want to undertake our introductory module on water and hydration, which offers an overview of fluid balance and distribution.



HYDRATION

Module Title: Hydration and Physical Activity

Module Overview:

Water is an essential ingredient of life, and is:

- The environment in which the body's biochemical reactions take place.
- The medium in which oxygen, nutrients, waste products and heat are transported.

Dehydration can thus worsen physical performance (especially endurance) and recovery following sport. But overhydration can be dangerous.

Physical activity can cause dehydration:

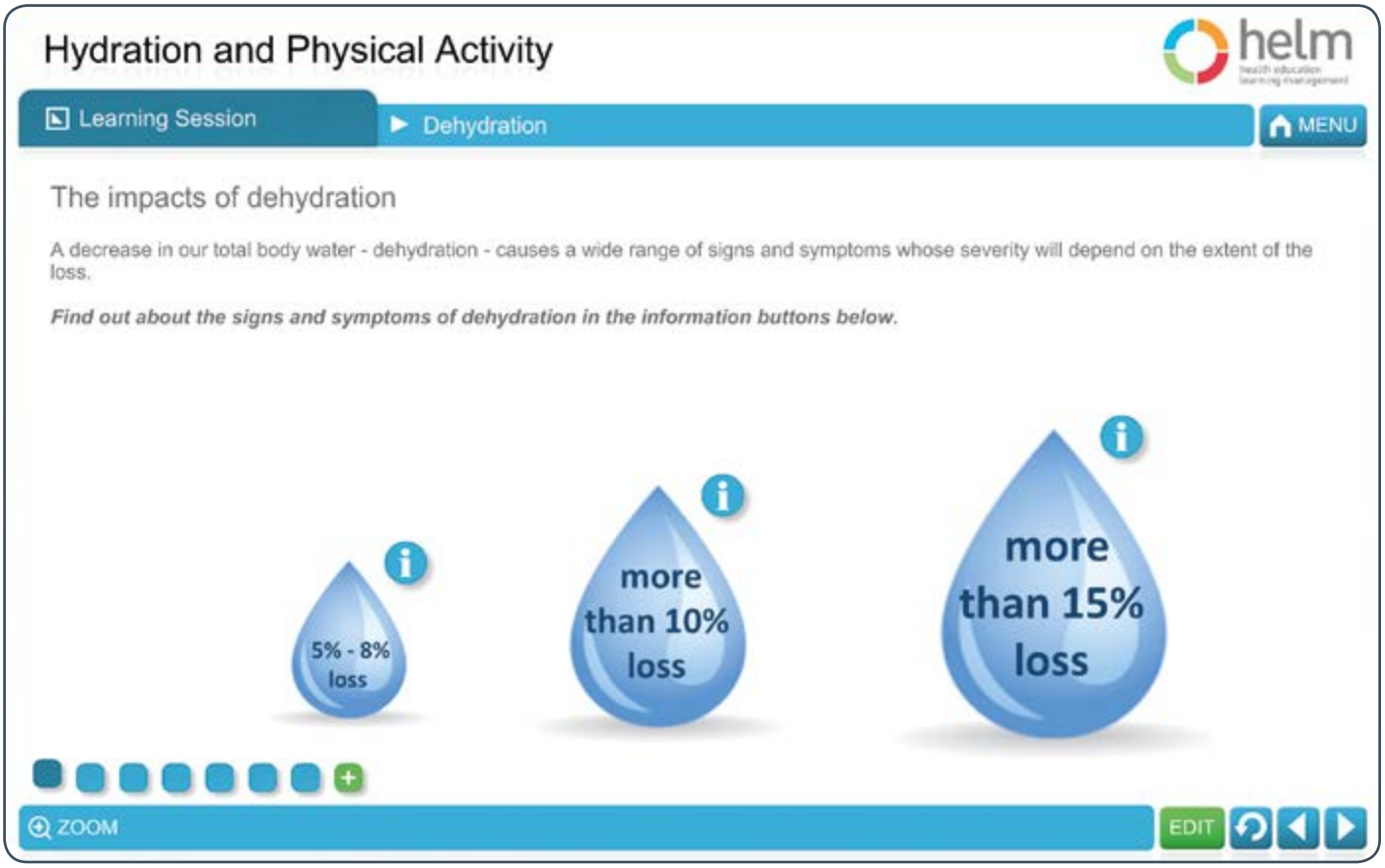
- Fluid intake can fall, as drinking can be hard whilst exercising.
- Fluid losses (through sweat and in the breath) can rise.

Understanding your individual hydration needs and creating a personalised drinking plan can help you achieve better results, stay comfortable during exercise, and recover effectively from training or competition.

Learning Objectives:

By the end of this module you should be able to:

- Understand why water is important to exercise and recovery.
- Appreciate how optimal hydration can be beneficial in sport and physical activity.
- Recognise the factors that can adversely affect hydration.
- Evaluate your own hydration status.
- Devise a hydration plan for your sport or activities.



Module Title: Adverse Drug Reactions

Module Overview:

In this module, we will define an Adverse Drug Reaction (ADR) and discuss the identification and prediction of ADRs in patients. We will explain the importance of reporting ADRs to the Yellow Card Scheme and describe pharmacovigilance systems in the UK.

Learning Objectives:

By the end of this module you should:

- Define an ADR and say how ADRs are classified.
- Identify susceptibility factors that place patients at increased risk of ADRs.
- Discuss the concept of pharmacovigilance and its importance for public health.
- Explain the role and function of the Yellow Card scheme.
- Name sources of information on ADRs.

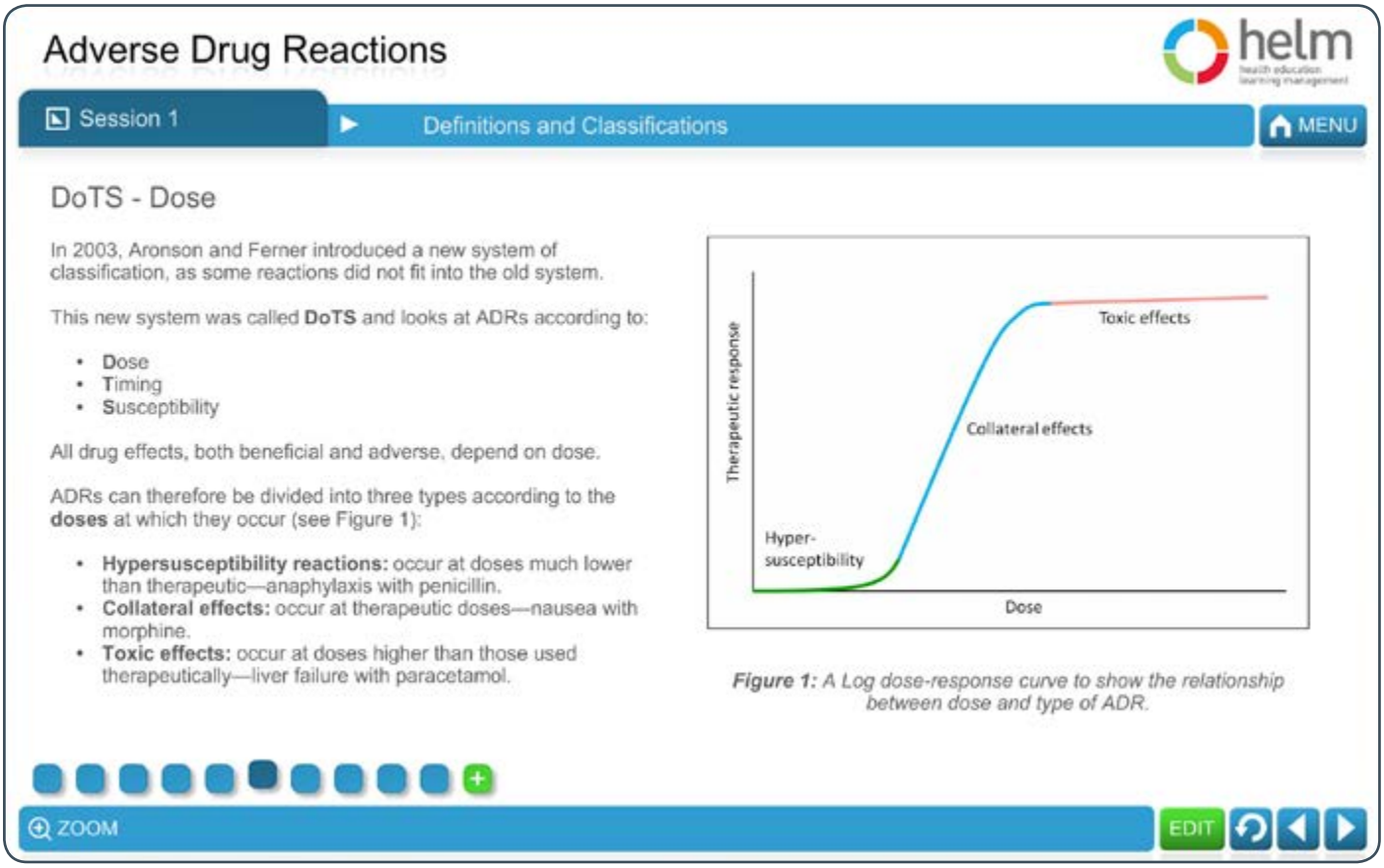


Figure 1: A Log dose-response curve to show the relationship between dose and type of ADR.

SAFER USE OF MEDICINES

Module Title: Drug Interactions

Module Overview:

In this module we will discuss the potential risks and possible harms caused by drug-drug and drug-food interactions.

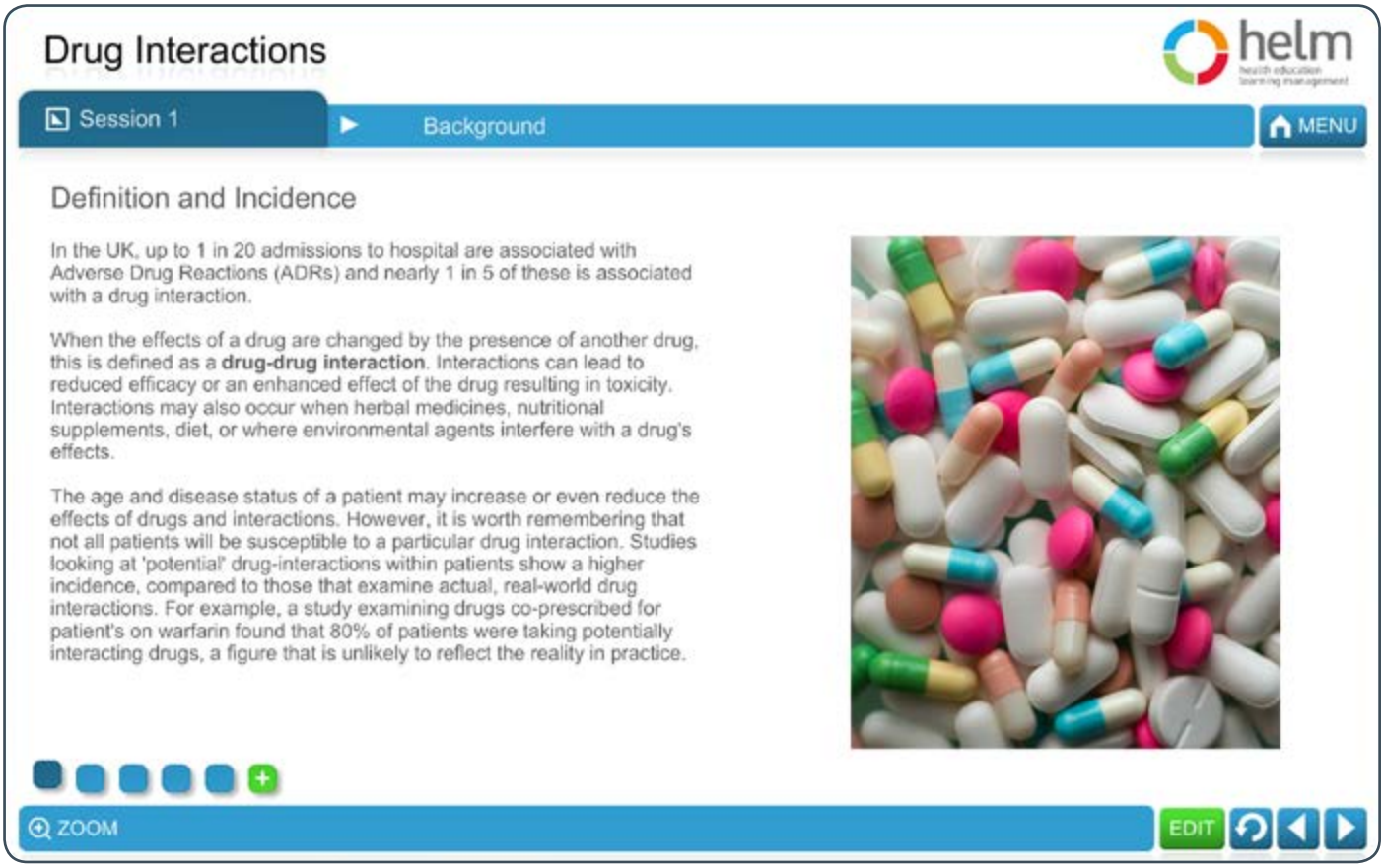
We will describe the different types of interactions that can occur, the mechanisms by which they occur and the potential clinical implications.

Knowledge of the mechanisms of interactions, supported with information from reputable resources, can help reduce the opportunity of occurrence and reduce the risk of patient harm.

Learning Objectives:

By the end of this module you should be able to:

- Define pharmacodynamic and pharmacokinetic mechanisms of drug interactions.
- List the patient factors that may increase the risk of a drug interaction occurring.
- Describe some common drug interactions in clinical practice and strategies for minimising their risk of occurrence.
- Access reputable information on the risk of a drug interactions occurring and the potential effects.
- Report all suspected drug interactions for new medicines (black triangle drugs) and serious reactions for all medicines to the Medicines and Healthcare Products Regulatory Agency (MHRA) Yellow Card Scheme.
- Devise a hydration plan for your sport or activities.



Module Title: Special Patient Groups

Module Overview:

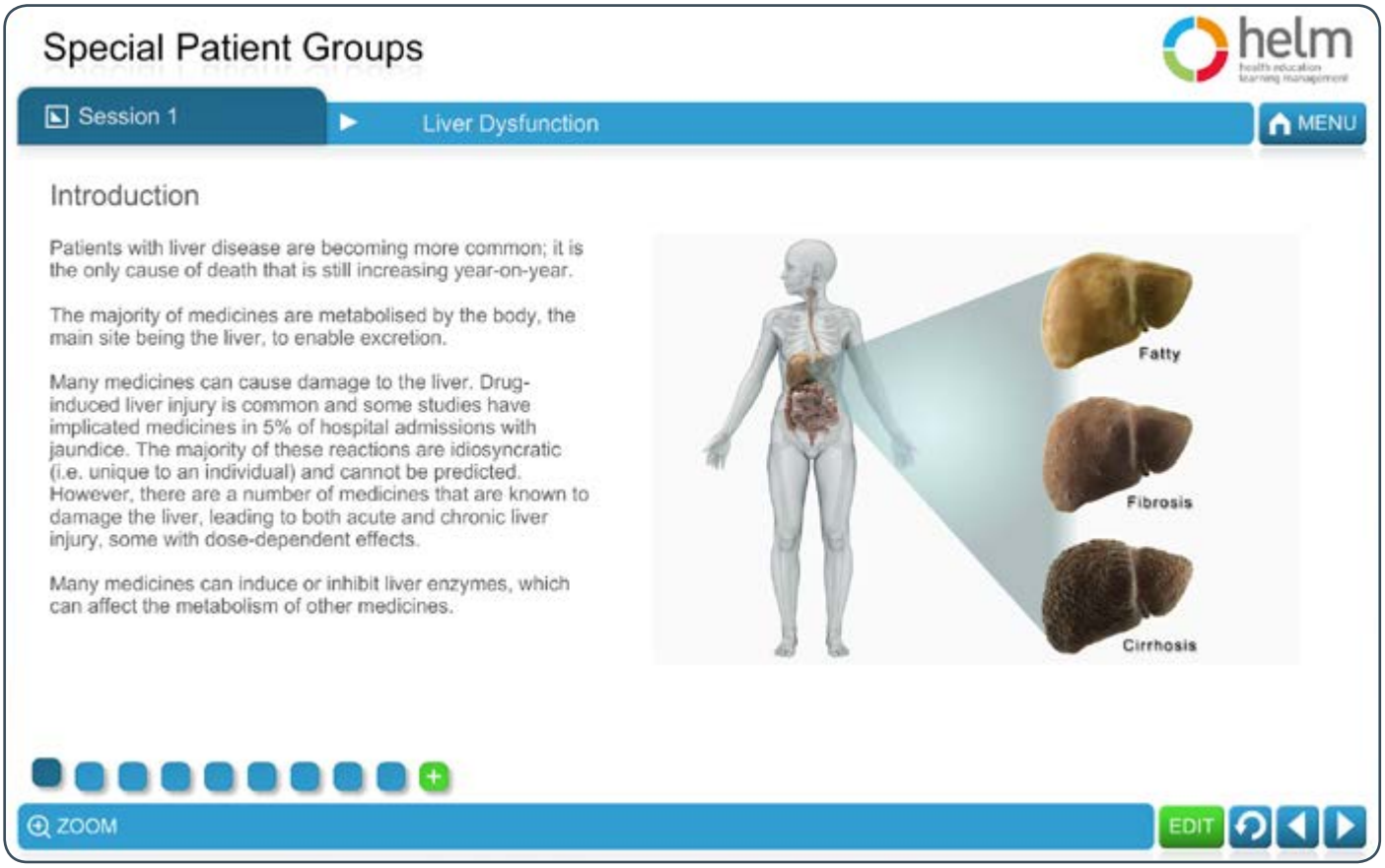
In this module we will discuss the use of medicines in special patient groups, including those with kidney and liver dysfunction, older adults and during pregnancy and breastfeeding.

We hope that this module provides you with the knowledge required to appreciate why regimens are adapted in special patient groups, and why monitoring requirements may need to be adjusted.

Learning Objectives:

By the end of this module you should be able to:

- Discuss how impaired kidney and liver function can alter the way the body handles medicines (i.e. the pharmacokinetics of the medicine).
- List some common medicines that are toxic to the kidney and liver.
- Identify common medicines that need dose adjustment or increased monitoring in kidney and liver dysfunction.
- Describe the physiological changes that occur with age and how this can alter the way in which the body handles medicines.
- Describe how drug exposure to the fetus can be minimised to reduce the risk of harm during pregnancy.
- Describe the factors that should be considered when administrating medicines to a breastfeeding mother.
- Know where to find reputable, reliable and up-to-date information.



SAFER USE OF MEDICINE

Module Title: Dose Calculations

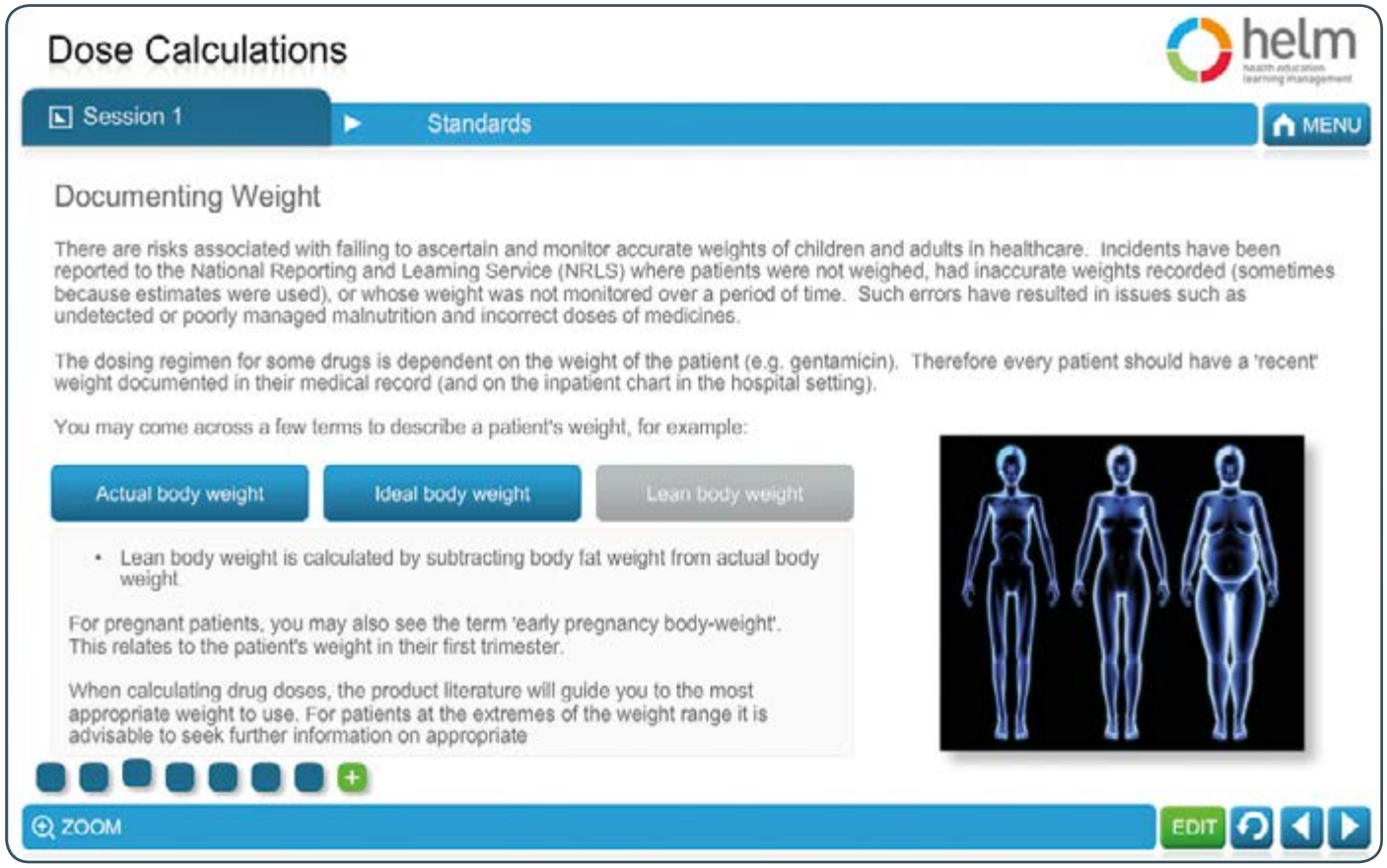
Module Overview:

In this module we will take you step-by-step through the process of performing various dose calculations and associated conversions. We will provide examples and then test your knowledge throughout using in-module activities. We will highlight some of the common pitfalls when calculating doses and explain how you can avoid them. Finally we will direct you to some resources for further reading and practice.

Learning Objectives:

By the end of this module you should:

- List some common calculation errors and how these may occur.
- Describe the standards in place to reduce the risk of medication errors as a result of calculation errors.
- Access and use appropriate resources to assist your calculations.
- Convert units and measures.
- Discuss the various terms used to define a patient's weight, and calculate doses based on these parameters.
- Calculate doses to be administered for enteral and parenteral medicines.
- Calculate a percentage change in dose.



Module Title: Evidence-Based Practice

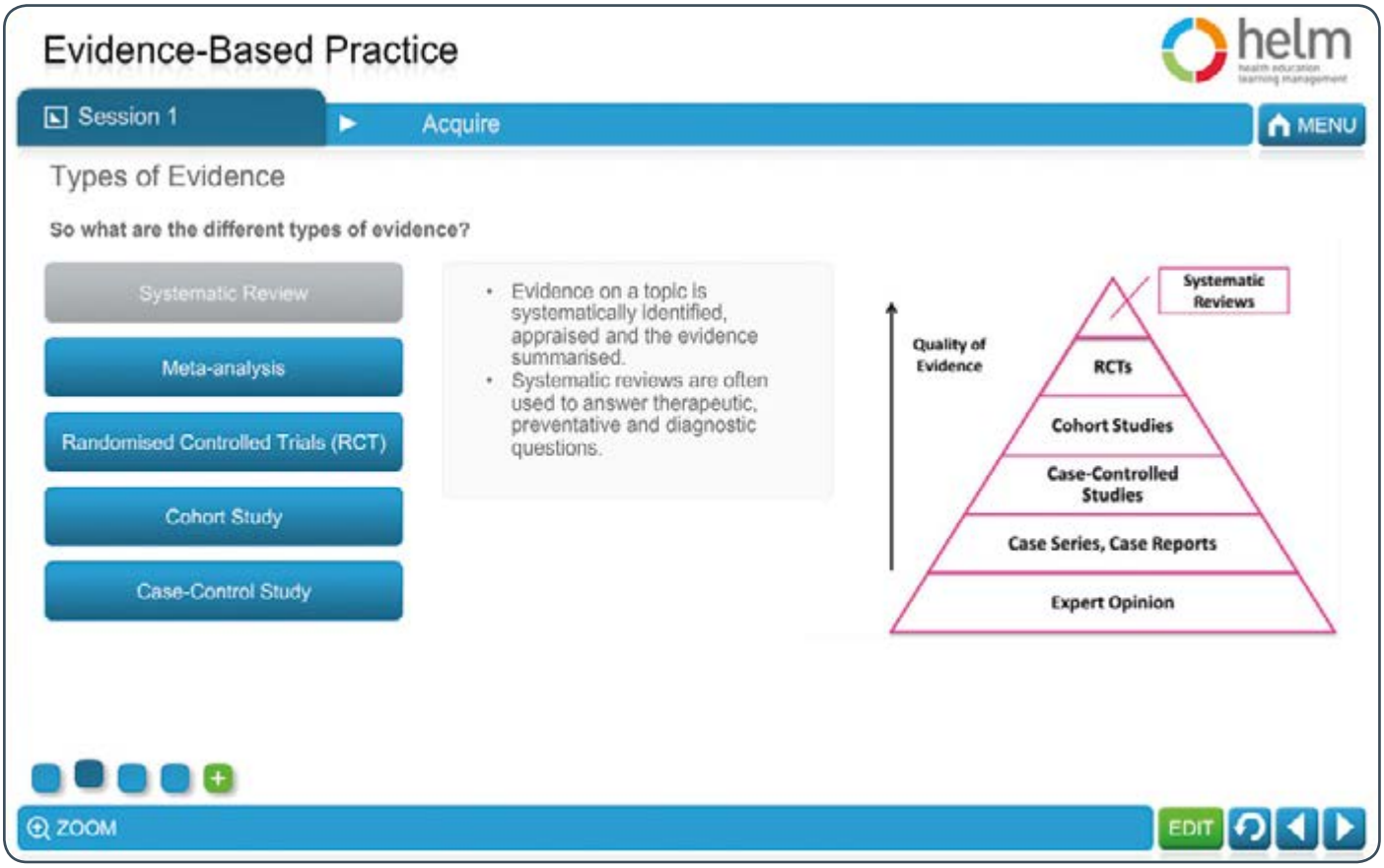
Module Overview:

In this module, we will discuss how evidence-based medicine should be used to help inform your approach to clinical practice. We will describe how this can improve patient and healthcare outcomes, reduce variations in care, and ensure NHS resources are managed effectively.

Learning Objectives:

By the end of this module you should be able to:

- Describe the principles of Evidence-Based Practice (EBP).
- Describe how EBP is crucial in the development of healthcare policies, protocols and formularies.
- Know where to access reputable, reliable and up-to-date information.
- Analyse and appraise evidence.
- Describe the role of Area Prescribing Committees (APC) and the National Institute for Health and Care Excellence (NICE).
- Describe the role of the UK Medicines Information Service (UKMi) and how it can support healthcare professionals (and patients) with queries about medicines.
- Describe the role of clinical audit and the stages involved.



SAFER USE OF MEDICINE

Module Title: UK Medicines Policy

Module Overview:

In this module, we will discuss the national regulations and local policies and procedures that exist to ensure the safe and legal use of medicines within both the hospital and community setting.

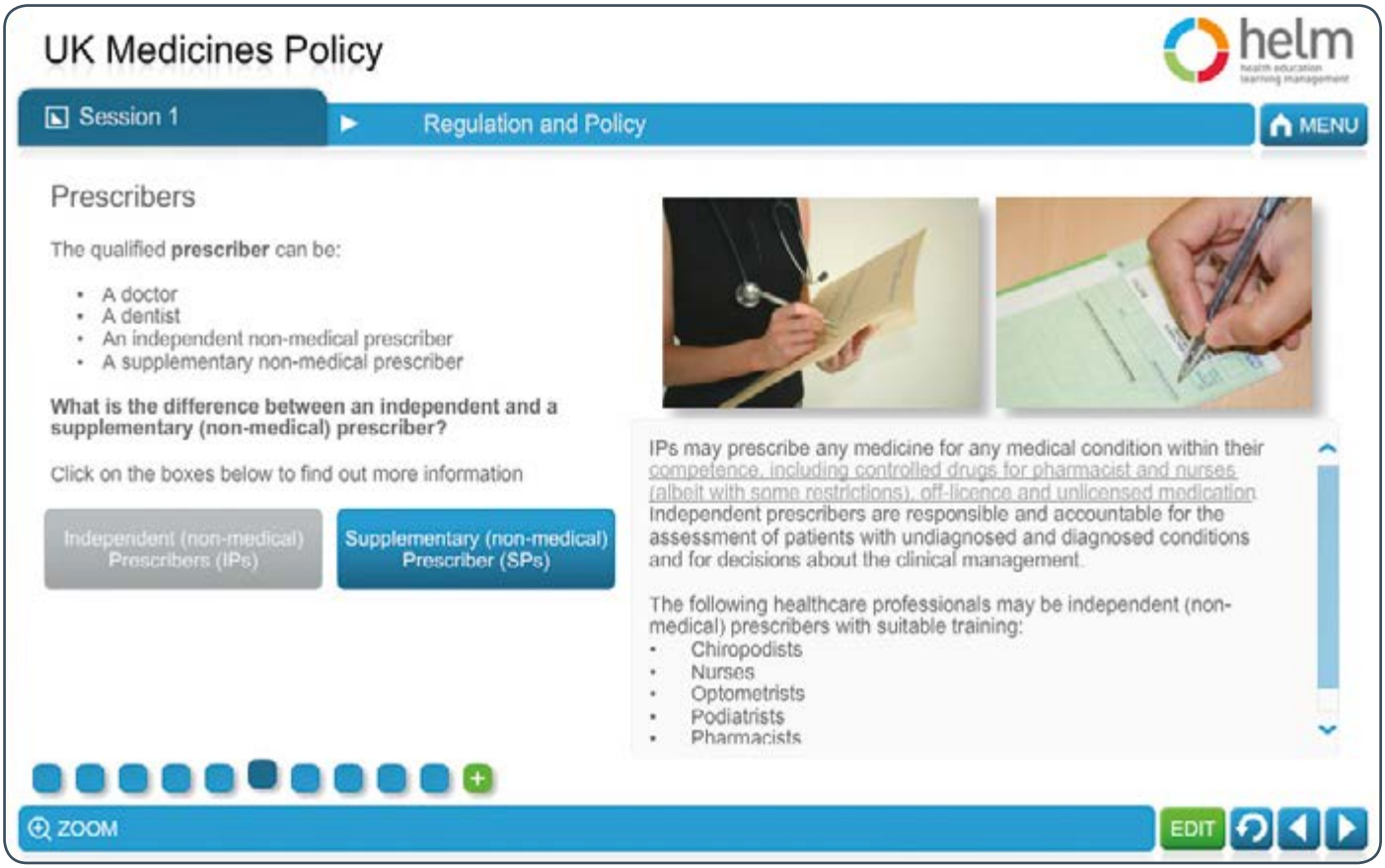
For policy and procedures relating to medicines management in care homes, see the SCRIPT *'Medicines Management in Care Homes'* module.

Learning Objectives:

By the end of this module you should be able to:

- Discuss the Nursing and Midwifery Council's (NMC) Standards for Medicines Management.
- Describe the scope of the Human Medicines Regulations 2012, in relation to the:
- Authority to prescribe, supply and administer medicines.
- The use of medicines that are controlled by the Misuse of Drugs Regulations 2001.
- Storage, supply and destruction of medicines.
- Define what a 'Patient Specific Direction' (PSD) is and why local guidance in the form of a Medicines Policy informs the use of medicines in hospitals.

Whilst this eLearning is largely developed for qualified nurses, many elements will also be of value to other healthcare professionals who handle medicines.



Module Title: Utilising the BNF(C)

Module Overview:

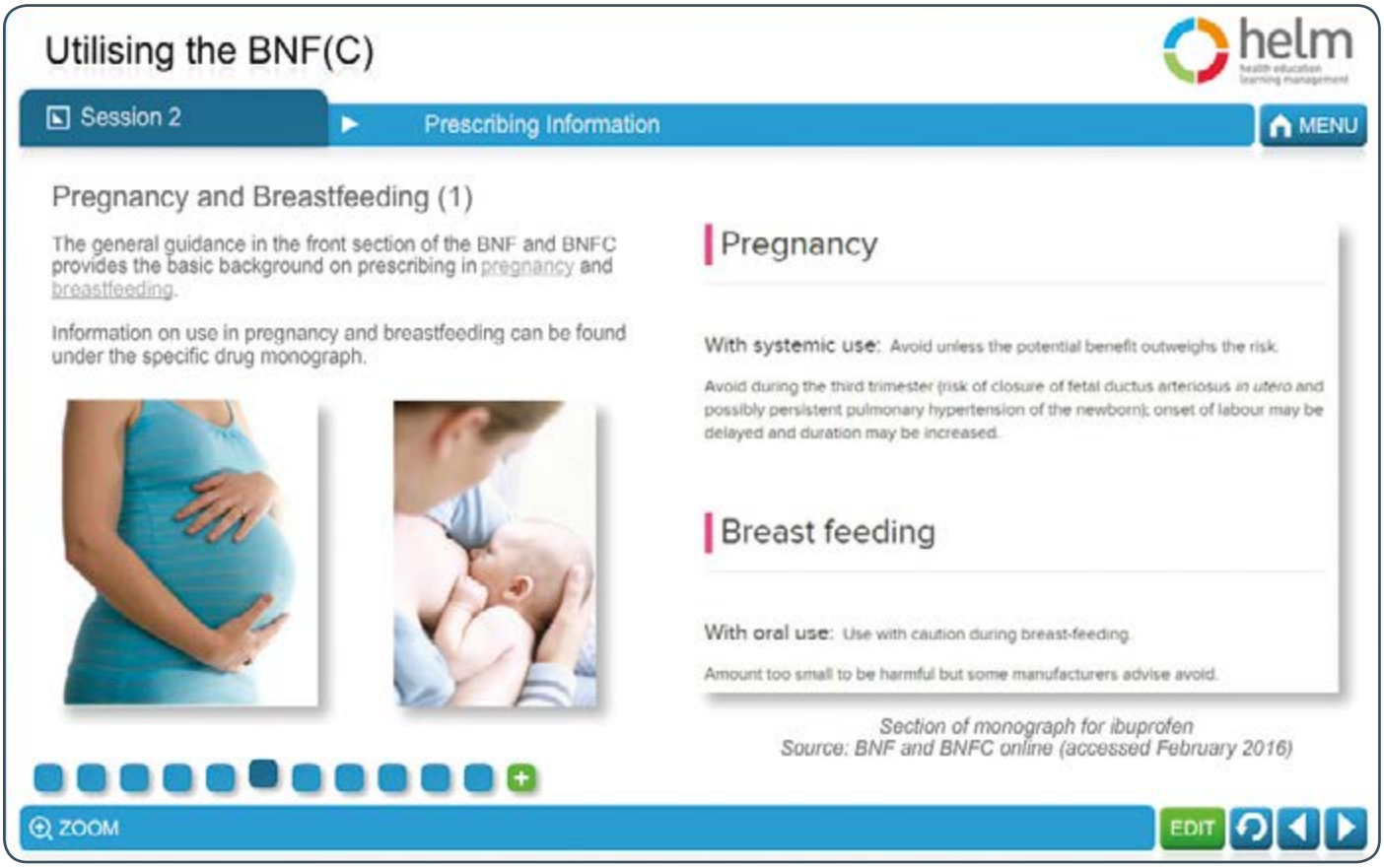
In this module, you will be provided with the basic knowledge required to utilise the British National Formulary (BNF) and British National Formulary for Children (BNFC) accurately and effectively.

We will discuss how the BNF and BNFC are constructed, as well as how best to find and use the information contained within them.

Learning Objectives:

By the end of this module you should be able to:

- Describe the basic layout and structure of the BNF and BNFC.
- Navigate the smartphone mobile app, online and printed book versions.
- Describe the information contained within General Guidance section.
- Find and accurately interpret the dose, route, frequency and indication for a given medicine.
- Find information on the licensed status of a medicine.
- Find information about the different formulations available for a medicine, and identify excipients contained within these.
- Find instructions on the administration of medicines given via intravenous infusions.
- Describe the information available in the appendices and indices of the BNF and BNFC.



SAFER USE OF MEDICINE

Module Title: Anticoagulation Part 1

Module Overview:

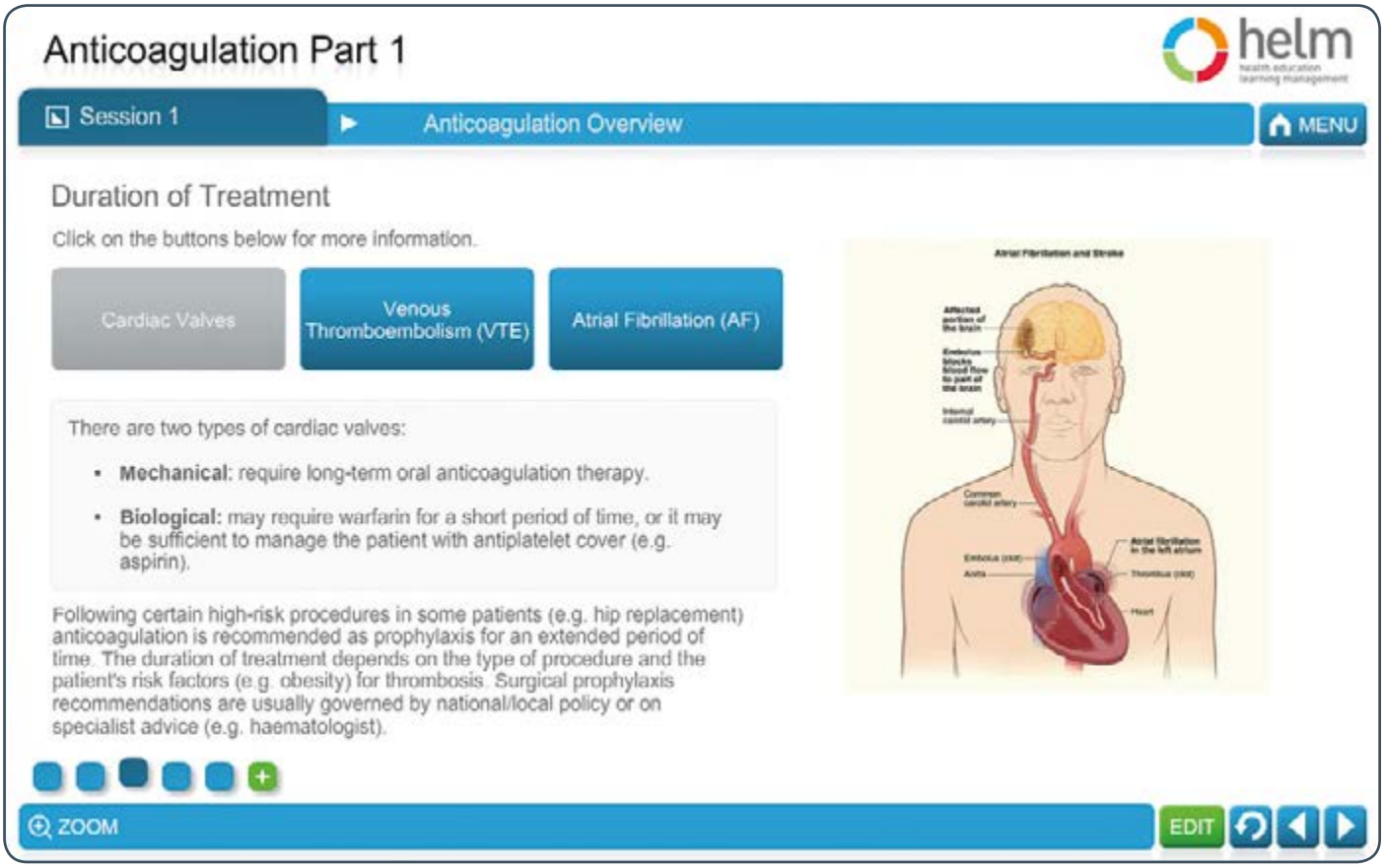
In this module, we will provide an overview of anticoagulant therapy. We will discuss Vitamin K Antagonists (VKAs) (e.g. warfarin) and consider the indications and contraindications to treatment, the recommended dosing regimens, and monitoring requirements. We will also describe the adverse effects of VKAs so that you can safely administer the medicines and counsel patients on their effective use.

The Script *'Anticoagulation Part 2'* module supports this module.

Learning Objectives:

By the end of this module you should:

- Describe the basic pharmacology of Vitamin K Antagonists (VKAs).
- Discuss the indications for treatment, the recommended dosing regimens and duration of treatment.
- List the cautions and contraindications of treatment.
- Discuss the potential complications of therapy.
- Describe the monitoring requirements.
- Describe the common drug-drug and drug-food interactions.
- Counsel patients prescribed a VKA in order to minimise the risk of harm and to support adherence.
- Describe the role of the anticoagulant clinic and the importance of communication at the transfer of care.
- Discuss the national recommended standards for prescribing, dispensing and administration of anticoagulant therapy.



Module Title: Anticoagulation Part 2

Module Overview:

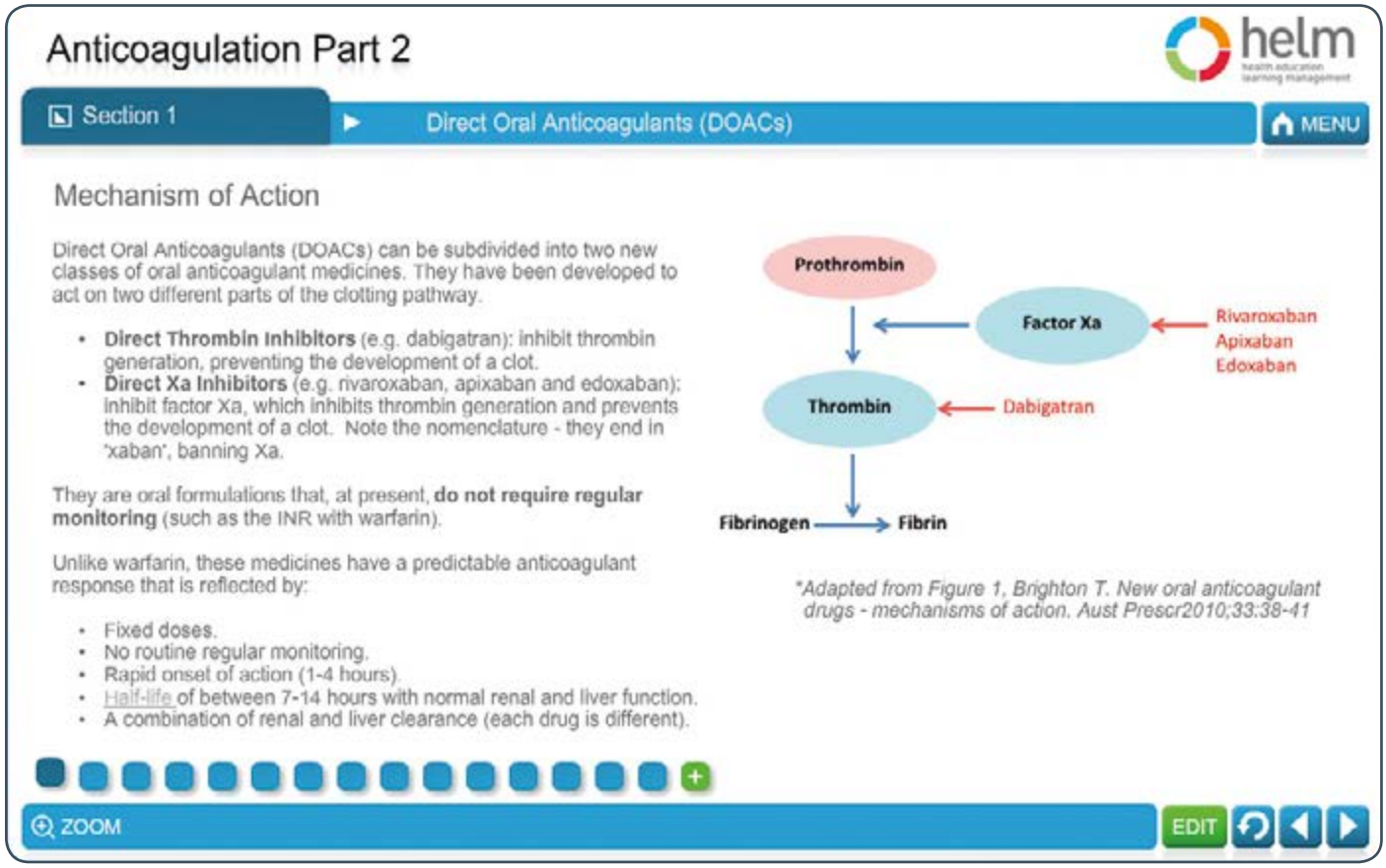
In this module, we will discuss Direct Oral Anticoagulants (DOACs) and parenteral anticoagulants. We will consider the indications and contraindications to treatment, the recommended dosing regimens, and monitoring requirements. We will also discuss the adverse effects of DOACs and parenteral anticoagulants so that you can safely administer the medicines and counsel patients on their effective use.

The Script *'Anticoagulation Part 1'* module supports this module.

Learning Objectives:

By the end of this module you should be able to:

- Describe the basic pharmacology of Direct Oral Anticoagulants (DOACs), unfractionated heparin and Low Molecular Weight Heparins (LMWHs).
- Discuss the indications for treatment, the recommended dosing regimens and duration of treatment for each.
- List the cautions and contraindications of therapy.
- Discuss the potential complications of therapy.
- Describe the monitoring requirements.
- List some common drug-drug interactions.
- Counsel patients prescribed a DOAC or a LMWH so to minimise the risk of harm and to support adherence.



SAFER USE OF MEDICINE

Module Title: Introduction to Pain Management

Module Overview:

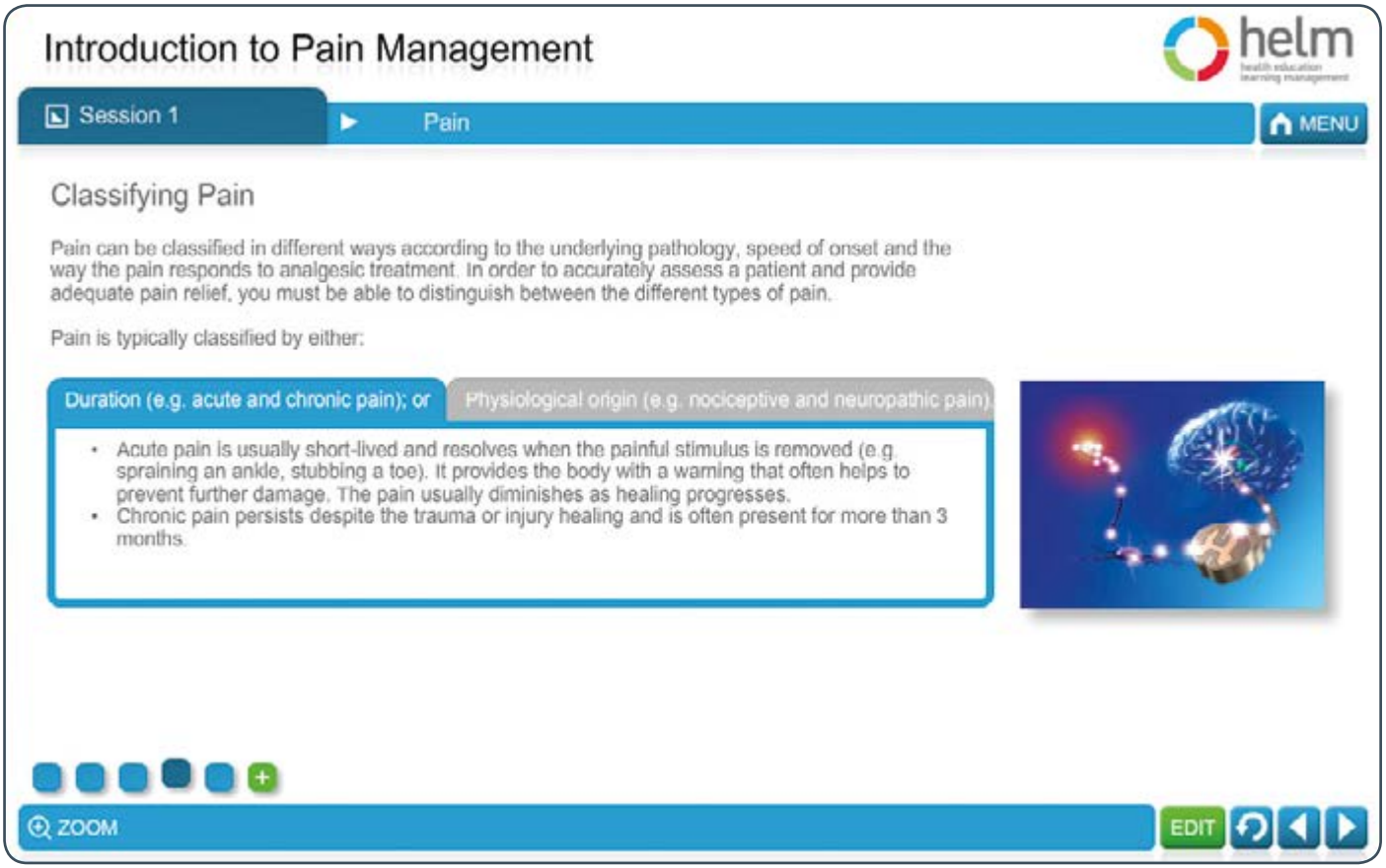
In this module, we will describe acute, chronic and breakthrough pain. We will highlight the importance of undertaking a well conducted pain assessment and discuss the non-pharmacological approaches to pain management.

The Script *'Pharmacological Pain Management'* and 'Advanced Pain Management' modules provide content to support this module.

Learning Objectives:

By the end of this module you should be able to:

- Discuss how pain can be classified according to its underlying pathology, speed of onset and the way it responds to analgesic treatment.
- Describe some of the models and frameworks available to assess and measure pain.
- Discuss the importance of shared decision-making in pain management, taking into account the priorities of the patient and their relatives and/or carers.
- Describe the non-pharmacological options available for the management of pain.
- Describe the importance of effective communication in the management of pain.



Module Title: Pharmacological Pain Management

Module Overview:

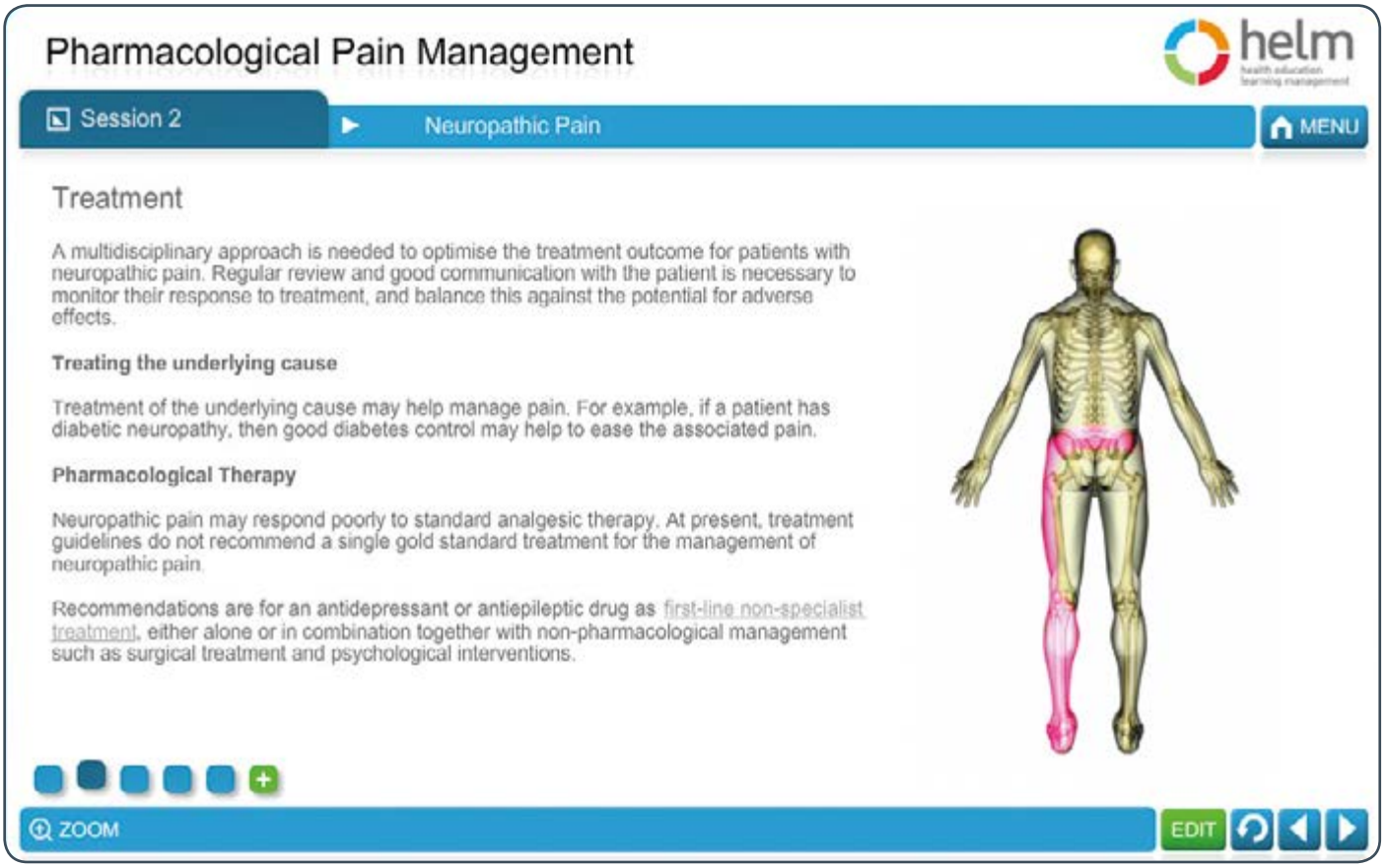
In this module, we will discuss the pharmacological management of pain. We will consider the indications, dosing, administration and adverse effects of medicines used in pain management, and how you can minimise the risk of harm to your patients.

The Script *'Introduction to Pain Management'* and 'Advanced Pain Management' modules provide content to support this module.

Learning Objectives:

By the end of this module you should be able to:

- Describe how the WHO Pain ladder assists in the pharmacological management of both acute and chronic pain.
- Discuss the risks associated with paracetamol and Non-Steroidal Anti-Inflammatory Drugs (NSAIDs), and how these may be minimised.
- List the weak opioid analgesics available for prescribing in the UK, and when they are appropriate for use.
- List strong opioid analgesics, and understand how they are initiated and titrated.
- List the medicines recommended for the management of neuropathic pain, and how these are initiated.
- Describe the signs and symptoms of toxicity associated with the administration of local anaesthetics.



PAEDIATRIC PRESCRIBING

Module Title: Utilising the BNF(C)

Module Overview:

In this module, we will provide you with the basic knowledge required for utilising the BNFC accurately and effectively when prescribing and administering medicines for children.

We will discuss how the legacy version of the BNFC is constructed and how best to find and use the information contained within it.

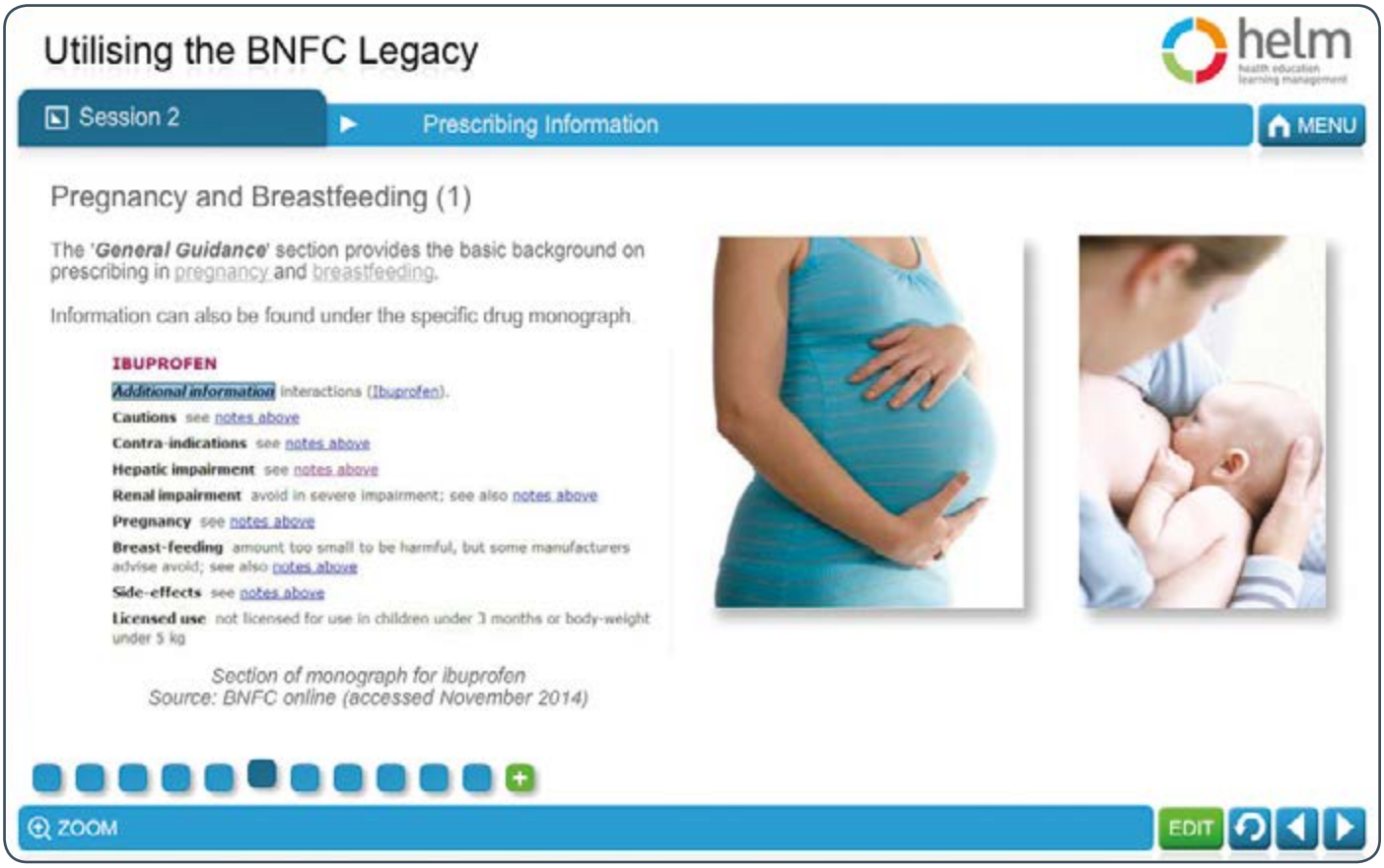
This module is based on collaborative material developed with the Royal Pharmaceutical Society, Birmingham and Solihull Local Practice Forum, and the Neonatal and Paediatric Pharmacists Group.

The legacy version is the BNFC prior to the modifications made in November 2015, still available via Medicines Complete or the version accessed via NICE.

Learning Objectives:

By the end of this module you should be able to:

- Describe the basic layout and structure of the BNFC and navigate your way around both the online and book version.
- Describe the information contained within the 'General Guidance' section.
- Find, and accurately interpret, the dose, route, frequency and indication for a given medicine.
- Find information on the licensed status of a medicine.
- Find information about the different formulations available for a medicine, and identify excipients contained within these.
- Find instructions on the administration of medicines given via intravenous infusions, as well as those specifically for neonatal intensive care.
- Describe the information available in the appendices and indices of the BNFC.



Module Title: Developmental Pharmacology

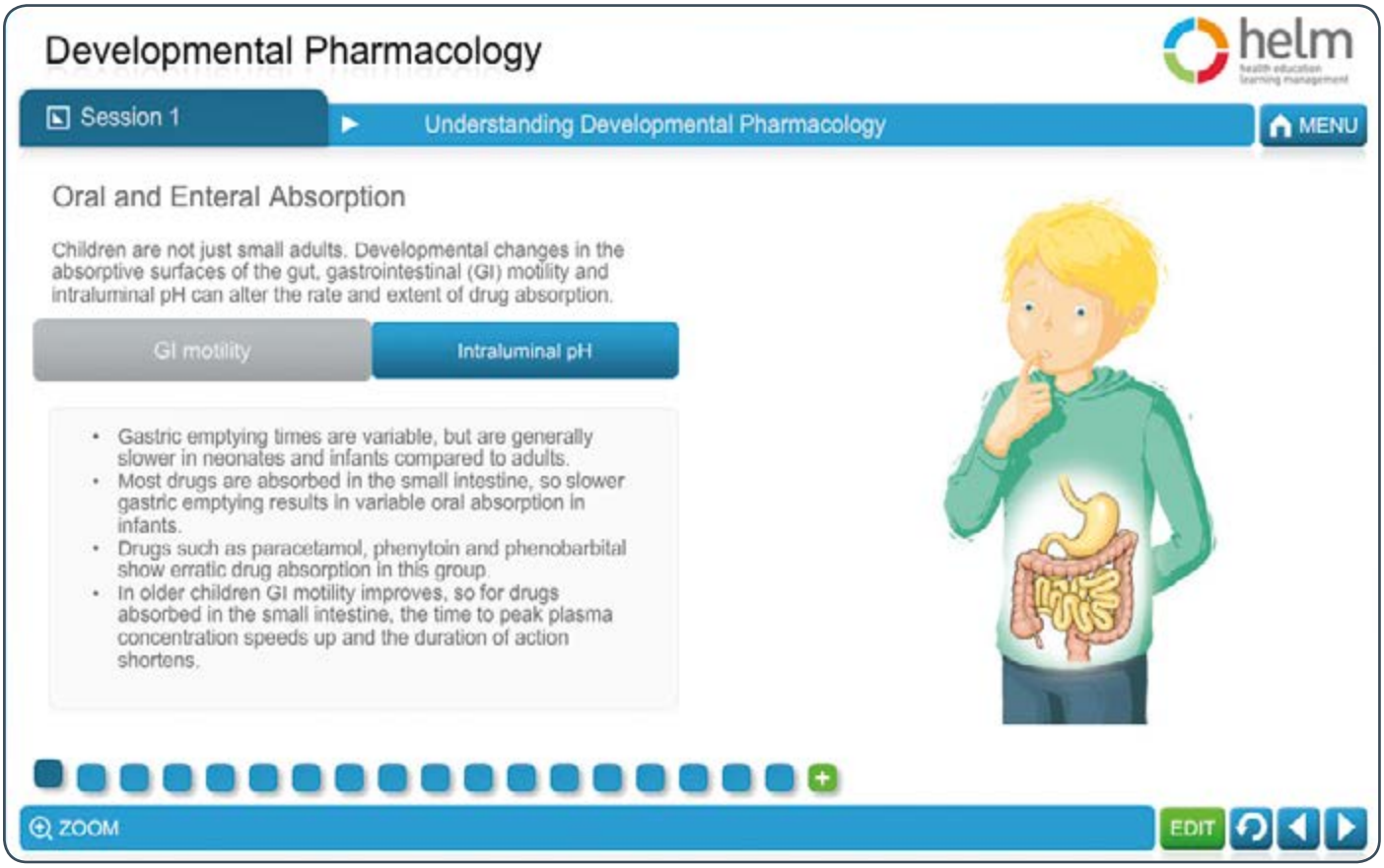
Module Overview:

In this module we will explore the differences in drug handling across various age groups. We will briefly discuss the identification and prediction of drug interactions and adverse drug reactions in the paediatric population.

Learning Objectives:

By the end of this module you should be able to:

- Describe how children and neonates handle medicines differently from adults and how this will influence prescribing.
- Explain how the processes of drug metabolism differ in neonates and children compared to adults.
- Relate the pharmacokinetics of a drug to the adjustments in dose, frequency and choice of formulation required for children.
- Define an Adverse Drug Reaction (ADR), and explain the role and function of the Yellow Card Scheme.
- Explain the difference between pharmacokinetic and pharmacodynamic drug interactions and list some examples of each.



PAEDIATRIC PRESCRIBING

Module Title: Practical Prescribing

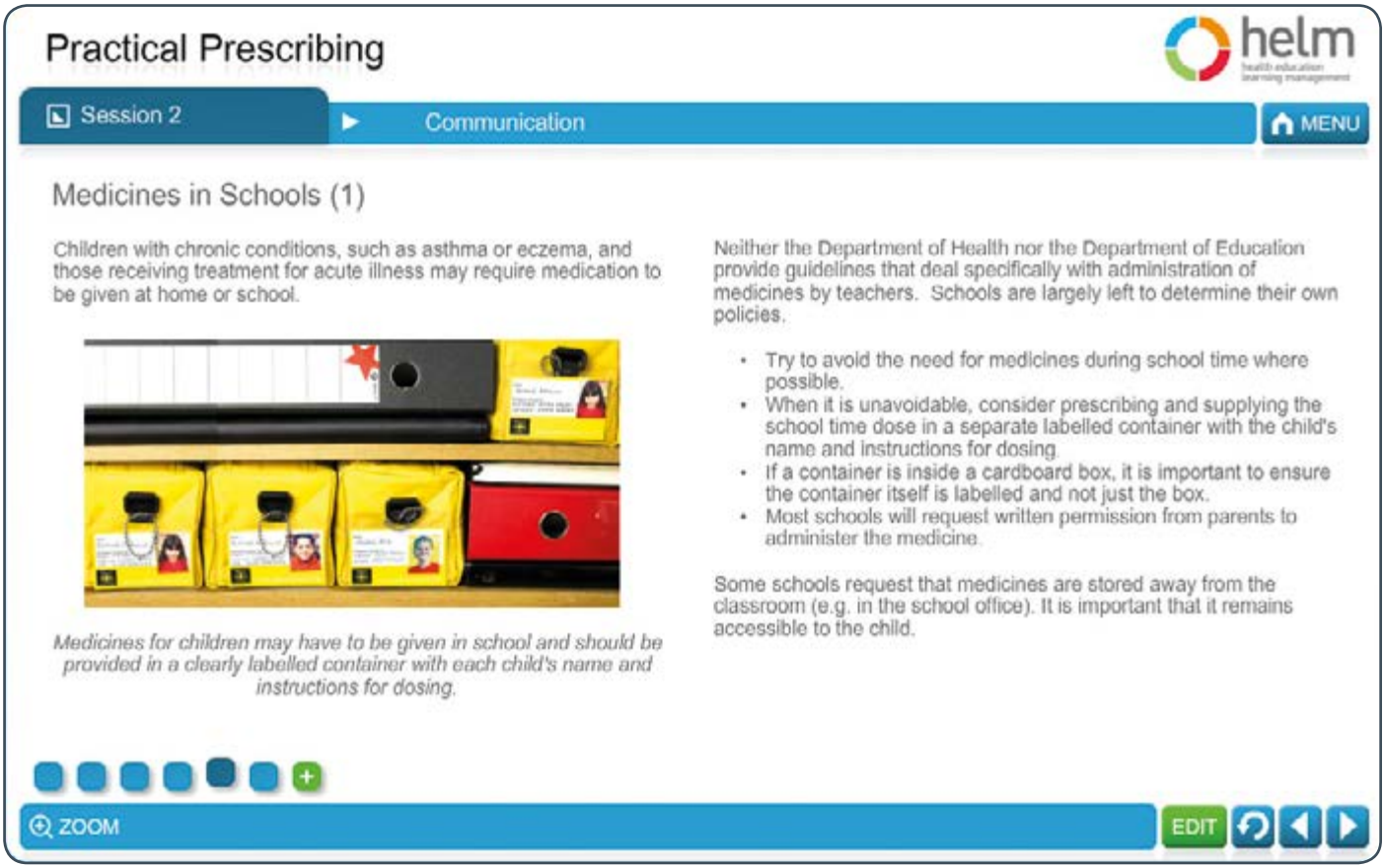
Module Overview:

In this module we will explore the practicalities of prescribing, supplying and administering medicines to children. When discussing dose calculations based on weight, we will describe the principles of fluid management. We will discuss the additional factors to consider in the paediatric population, such as the use of unlicensed and 'off-label' preparations.

Learning Objectives:

By the end of this module you should be able to:

- Discuss why children are more vulnerable to medication errors, and how to avoid them.
- Demonstrate the different ways a dose may need to be calculated, including those based on body weight and Body Surface Area (BSA).
- Calculate maintenance and rehydration fluid requirements for children of all weights and ages.
- Explain what is meant by unlicensed and off-label prescribing, and provide example of this in paediatrics.
- Recognise that age appropriate medicines are not always readily available for children, and understand how this is managed in practice.



Module Title: Neonates

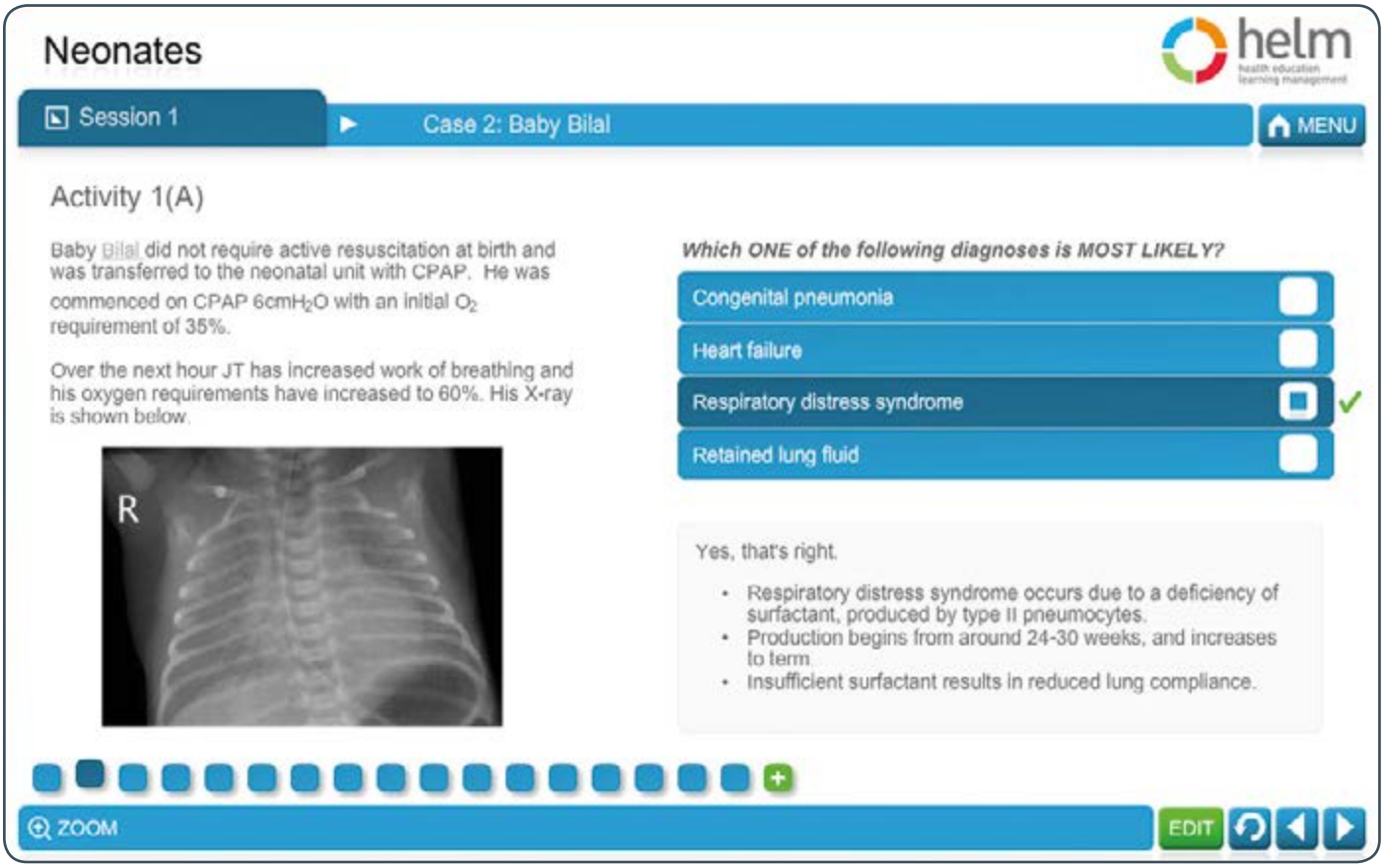
Module Overview:

In this module, we will discuss the medicines most commonly used in the neonatal intensive care unit and when they may be considered for use. We will approach this in a systematic way by working through three clinical cases.

Learning Objectives:

By the end of this module you should be able to:

- Describe how neonates handle drugs differently from adults and how this influences prescribing.
- List the medicines recommended to be administered in a resuscitation situation, and be able to calculate the required doses based on weight.
- Explain how therapeutic hypothermia can affect the pharmacokinetics of medicines.
- Select appropriate fluid and parenteral nutrition and calculate the volumes required.
- Explain the nutritional requirements and supplementation required to ensure adequate growth and development.
- Prescribe medicines for neonates to manage common problems, such as respiratory distress syndrome, hypotension, seizures and pain.



PAEDIATRIC PRESCRIBING

Module Title: Neurology

Module Overview:

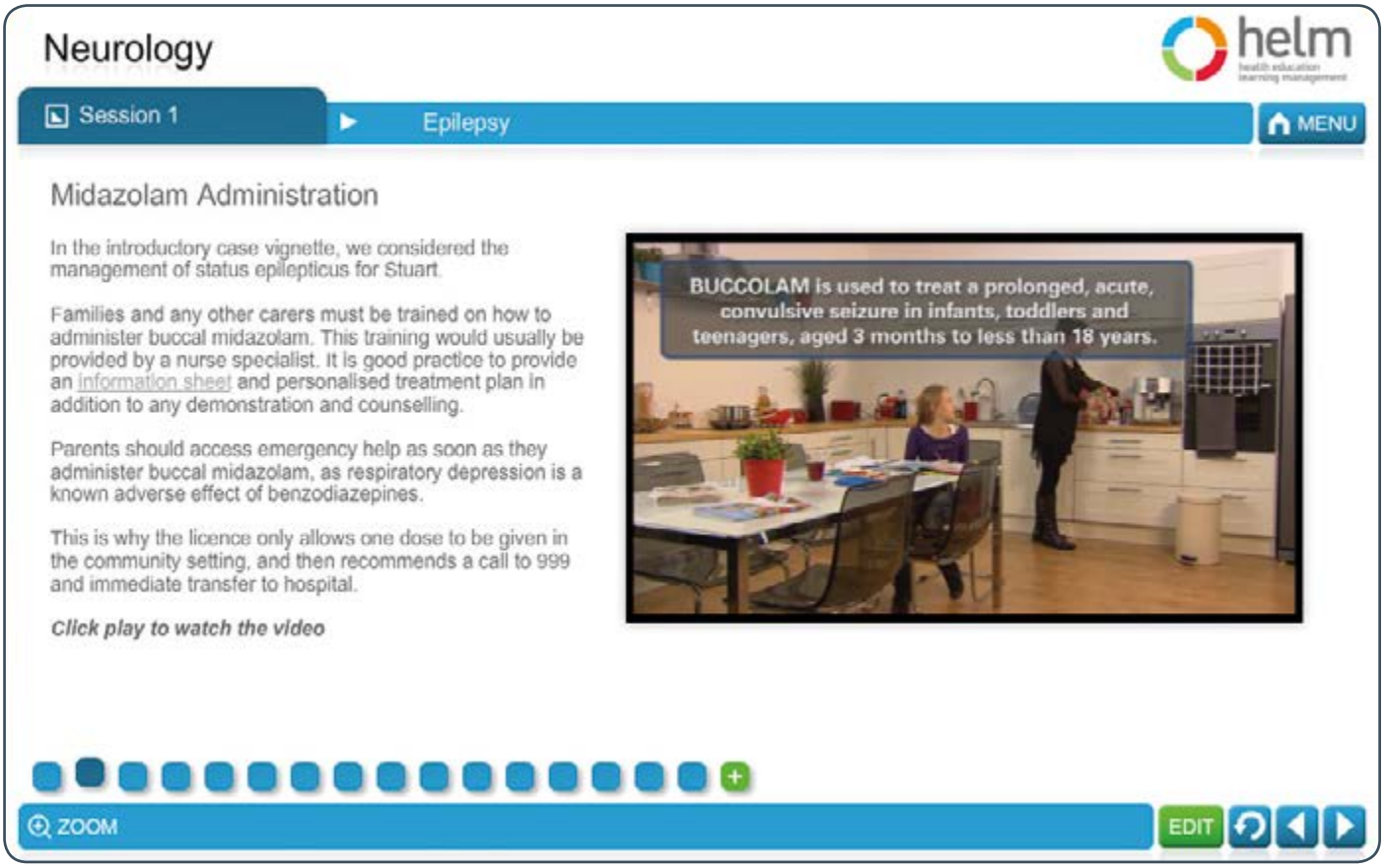
In this module, we will explore the pharmacological management of common neurological conditions such as epilepsy, headaches and sleep disorders. We will use case-based examples to discuss common prescribing scenarios in paediatric neurology, such as how to initiate and wean antiepileptic treatment regimens.

We will also briefly discuss the medicines most commonly used in the management of dystonia and spasticity.

Learning Objectives:

By the end of this module you should be able to:

- Initiate pharmacological treatment for the management of acute seizures in the pre-hospital setting.
- Counsel relatives/carers on the safe management of acute seizures in the pre-hospital setting.
- List the patient factors to be considered when selecting an antiepileptic medicine.
- Select appropriate antiepileptic treatment and start treatment according to BNFC guidelines.
- Counsel children and/or their relatives/carers on the administration and adverse effects of antiepileptic treatment.
- Manage infantile spasms and monitor for the adverse effects of treatment.
- Initiate therapy for spasticity and oral secretions.
- Initiate therapy for sleep disorders.
- Select an appropriate treatment for the management of migraine and cluster headaches.
- List the warning signs associated with headache that would warrant referral for further investigation.



PAEDIATRIC PRESCRIBING

Module Title: Dermatology

Module Overview:

In this module, we will discuss prescribing for skin conditions.

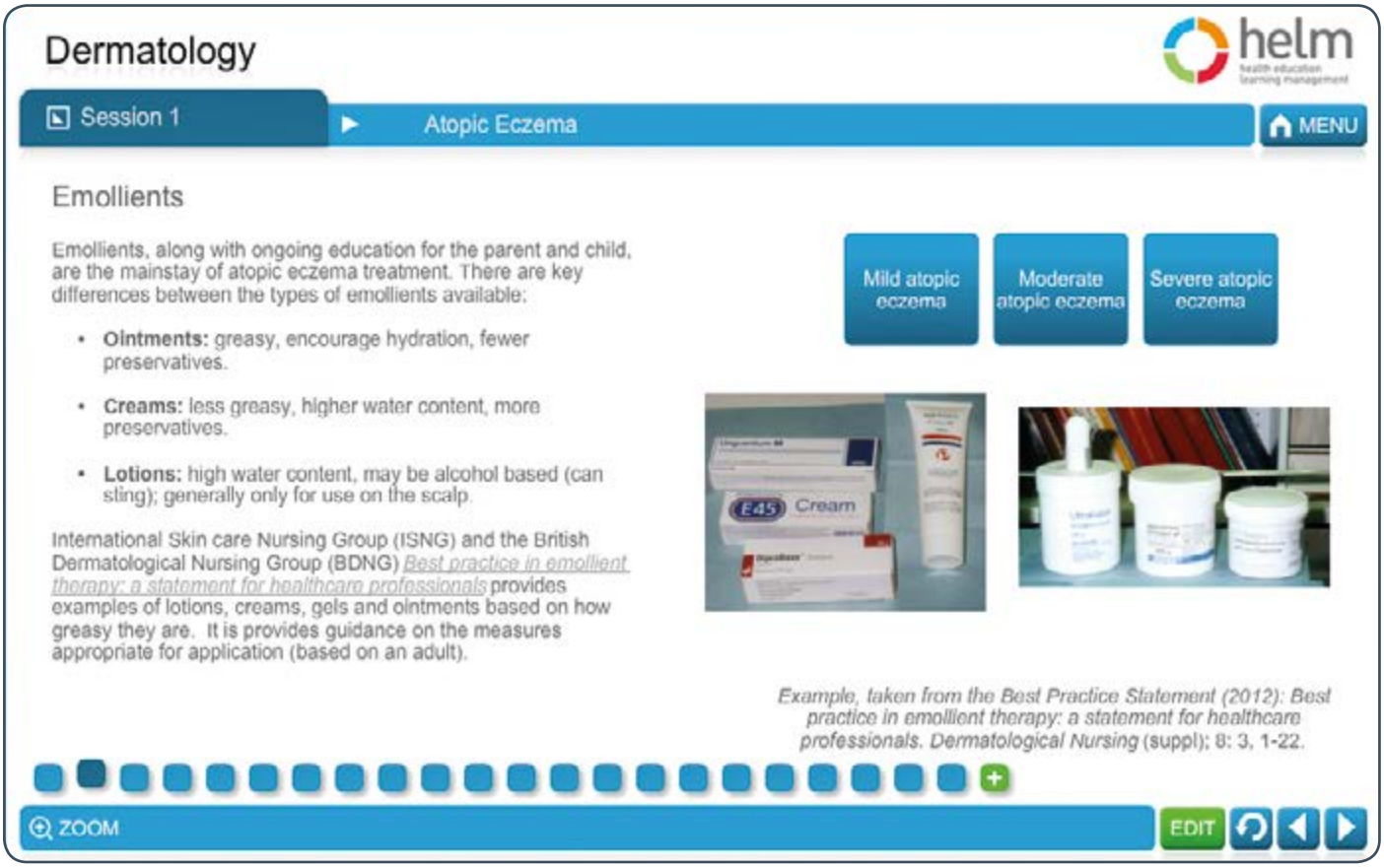
We will look at a number of important areas in management, including topical therapy for skin disease, safe prescribing of topical corticosteroids and an overview of the use of systemic treatments.

We will consider special circumstances relevant to prescribing, including in adolescence and in those with suspected or proven multisystem disease.

Learning Objectives:

By the end of this module you should be able to:

- Initiate therapy for the management of atopic eczema and step treatment up and down according to response and as recommended by NICE guidance.
- Select and prescribe appropriate topical treatments for psoriasis.
- List the systemic treatments available for psoriasis and explain their use to patients and their families.
- Select and prescribe topical therapy and antibacterials for acne vulgaris, and list the indications for isotretinoin use.
- Differentiate between common skin infections and select appropriate treatment.
- Recognise when disease severity warrants systemic therapy, such as with immunosuppressants.
- Recognise which haemangiomas need treatment and be able to commence treatment with propranolol.
- Treat and manage common causes of hair loss.
- Manage skin erythemas and Epidermolysis Bullosa (EB) in the newborn.
- Recognsise drug reactions and manage the early stages of the most severe, including Stevens-Johnson Syndrome (SJS), Toxic Epidermal Necrolysis (TEN) and DRESS syndrome (Drug Reaction with Eosinophilia and Systemic Symptoms).



Module Title: Prescription Documentation

Module Overview:

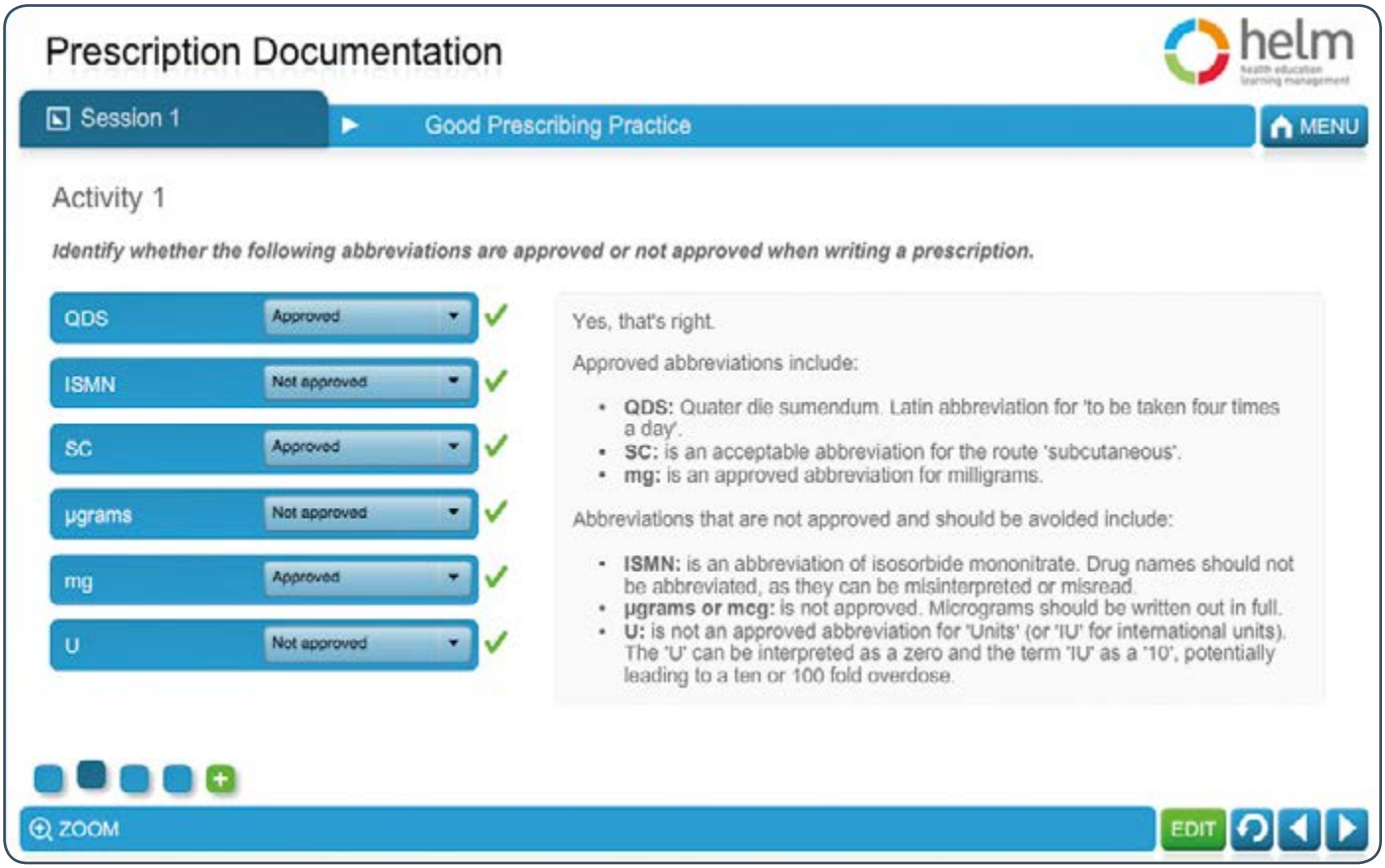
In this module we will discuss the underpinning knowledge required to prescribe legally, safely and unambiguously. Key areas of good prescribing practice will be emphasised along with a more in-depth discussion for the rationale behind each of the highlighted points.

Learning Objectives:

By the end of this module you should be able to:

By the end of this session, and with reference to 'The Ten Principles of Good Prescribing' (accessible via the British Pharmacological Society website), you will be able to:

- Describe the legal aspects of prescribing, including the prescribing of drugs subject to control under the Misuse of Drugs Act 1971.
- Discuss the different types of prescription documentation available in both primary and secondary care.
- Explain what is meant by unlicensed and off-label prescribing and the role of any applicable good practice guidelines.
- Highlight the standards expected of both hand-written and computer-generated prescriptions.
- Discuss the importance of prescribing within the limits, knowledge, skills and experience of the prescriber.



Module Title: Fundamentals of Pharmacology

Module Overview:

In this module we will focus on pharmacodynamics (the interactions between drugs and receptors) and discuss the range of chemically sensitive sites, which mainly exist on proteins. Pharmacokinetics is considered in a separate module.

We hope this module serves as a reminder of the fundamental topics in pharmacology you will have learnt as a medical student, and aims to help you to appreciate the relevance of this knowledge to your early clinical practice.

Learning Objectives:

By the end of this module you should be able to:

- Define the following terms: agonist, antagonist, partial agonist, and allosteric modulator.
- IDefine, and explain the differences between affinity, efficacy and potency.
- IUse graphical methods to relate dose and response.
- IDefine up-regulation and down-regulation of receptors and using examples, explain how this can affect the response to drugs or alter physiological behavior.
- IExplain, using key examples, how drugs can act on different types of chemically sensitive sites, including: G-protein coupled receptors, ion channels, nuclear receptors, carrier molecules, and enzymes.

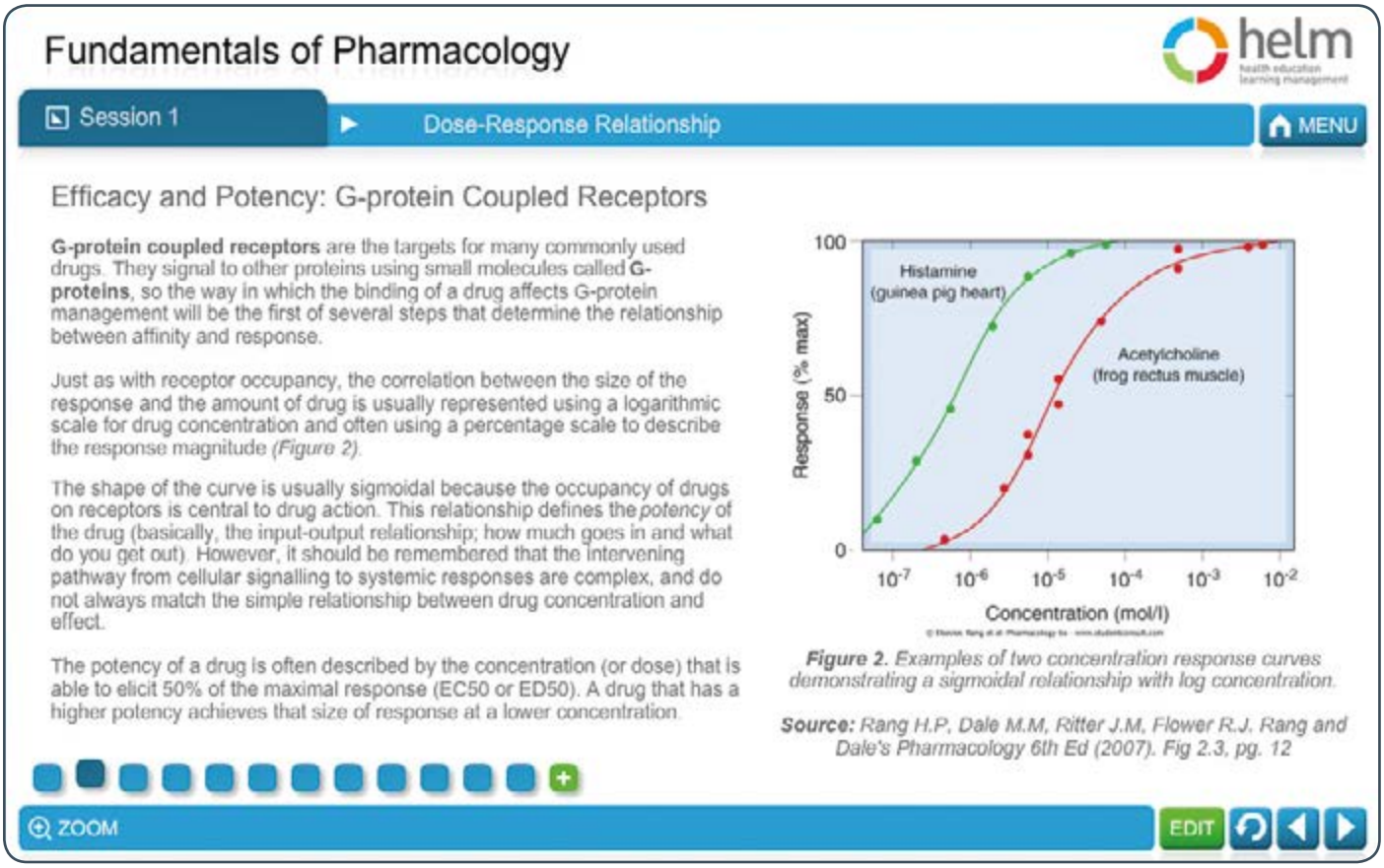


Figure 2. *Examples of two concentration response curves demonstrating a sigmoidal relationship with log concentration.*

Source: *Rang H.P, Dale M.M, Ritter J.M, Flower R.J. Rang and Dale's Pharmacology 6th Ed (2007). Fig 2.3, pg. 12*

PRESCRIBING - PRINCIPLES OF PRESCRIBING

Module Title: Taking a Safe & Effective Drug History

Module Overview:

In this module, we will discuss the importance of an accurate and complete drug history, and what can go wrong when this information is not gathered or used correctly.

We will describe the different sources of information available to confirm the drug history, and their limitations. Problem drugs will be identified, including those which are often omitted from the history. We will give practical advice on how to obtain a safe and effective drug history.

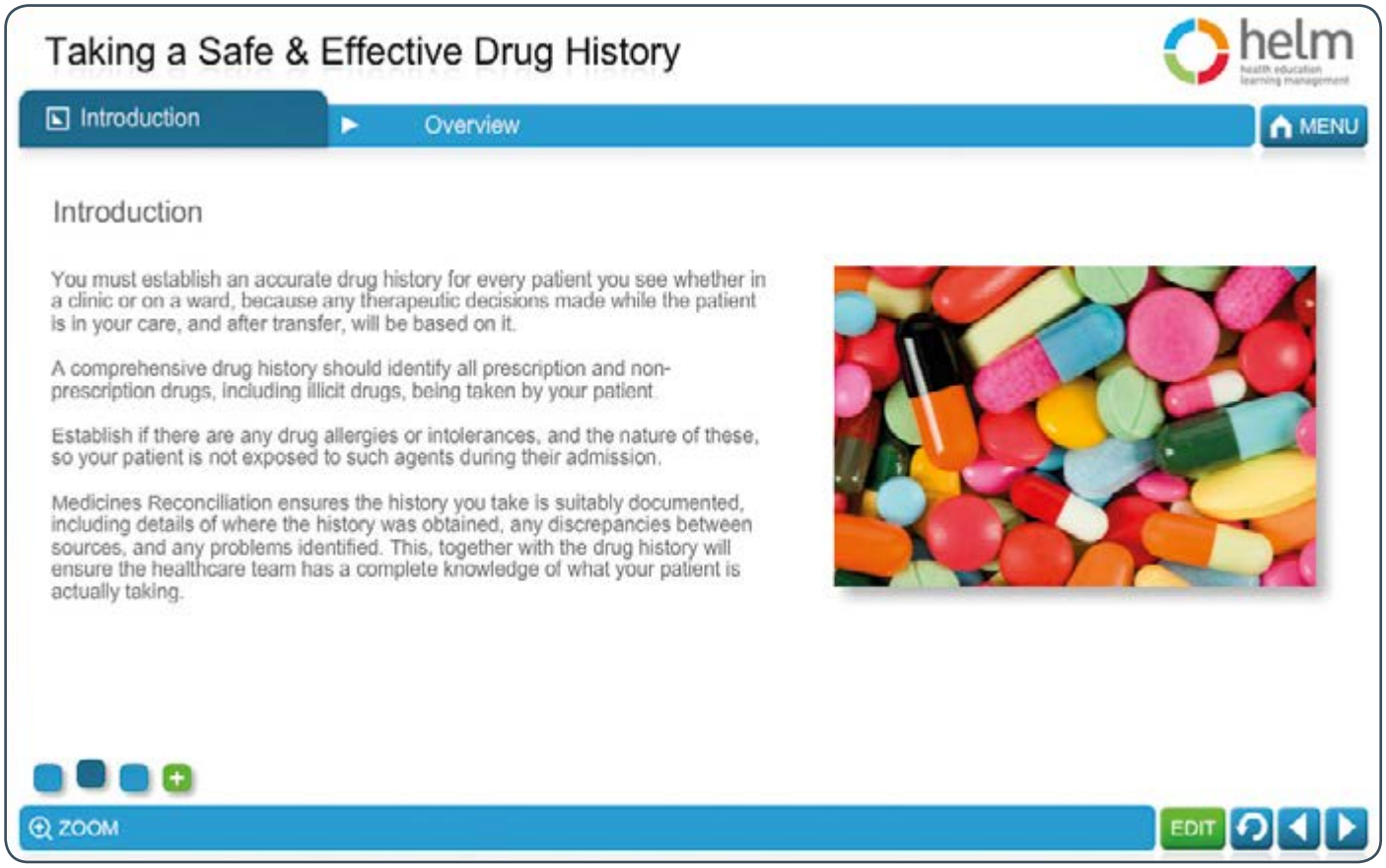
Finally, we will discuss the importance of reconciling and documenting information about a patient's medicines on admission to, transfer in, and discharge from hospital, as outlined in the NICE Medicines Reconciliation guidance.

Learning Objectives:

By the end of this module you should be able to:

By the end of this session, and with reference to 'The Ten Principles of Good Prescribing' (accessible via the British Pharmacological Society website), you will be able to:

- Describe the information needed to complete a safe and effective drug history.
- List the different information sources available to you when obtaining or confirming a drug history, and their limitations.
- Overcome difficulties in eliciting a drug history.
- Identify non-adherence and the impact this can have on the drug treatments you prescribe.
- Define 'Medicines Reconciliation' and know your role and responsibility in this process.
- Discuss the importance of effective communication at the transfer of patient care.



Module Title: Adherence and Concordance

Module Overview:

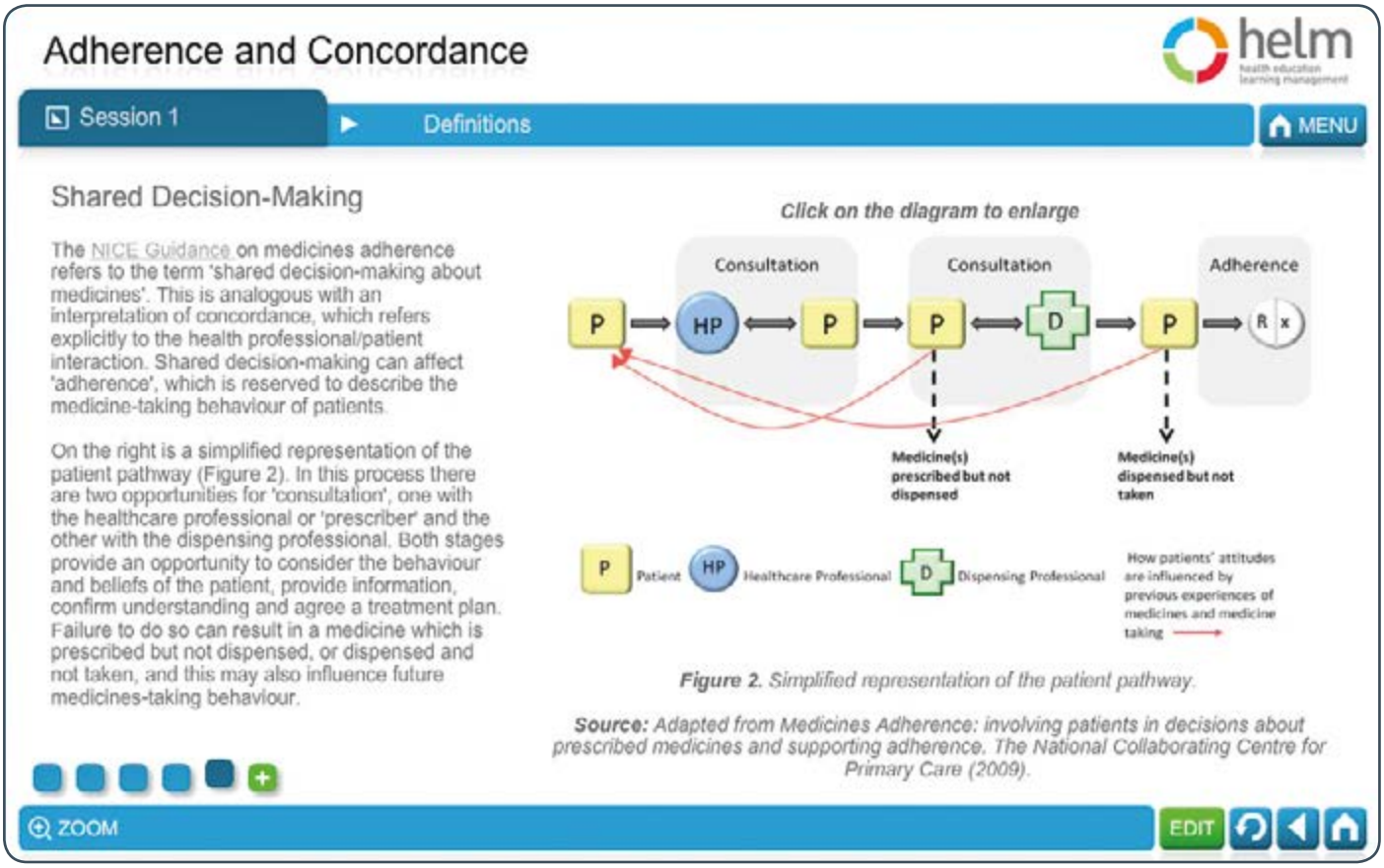
In this module we will explore medicines adherence and other related terminology. We will consider levels of and reasons for non-adherence.

We will also discuss methods to promote shared decision-making and interventions to increase adherence to, and persistence with, prescribed medication regimens.

Learning Objectives:

By the end of this module you should be able to:

- Discuss medicines adherence and discuss the importance of informed choice and shared decision-making in optimising the safe and effective use of medicines.
- Define adherence and how this differs to compliance in relation to drug treatment.
- Discuss the influences that affect your patients' adherence to medicines.
- Describe the interventions you can make to actively support adherence to medicines and treatment regimens.
- Discuss the implications of non-adherence to both your patient and the National Health Service (NHS).



Module Title: Clinical Kinetics

Module Overview:

In this module we will discuss the factors that govern the rate and extent of a drug's action, from when it is administered until it leaves the body.

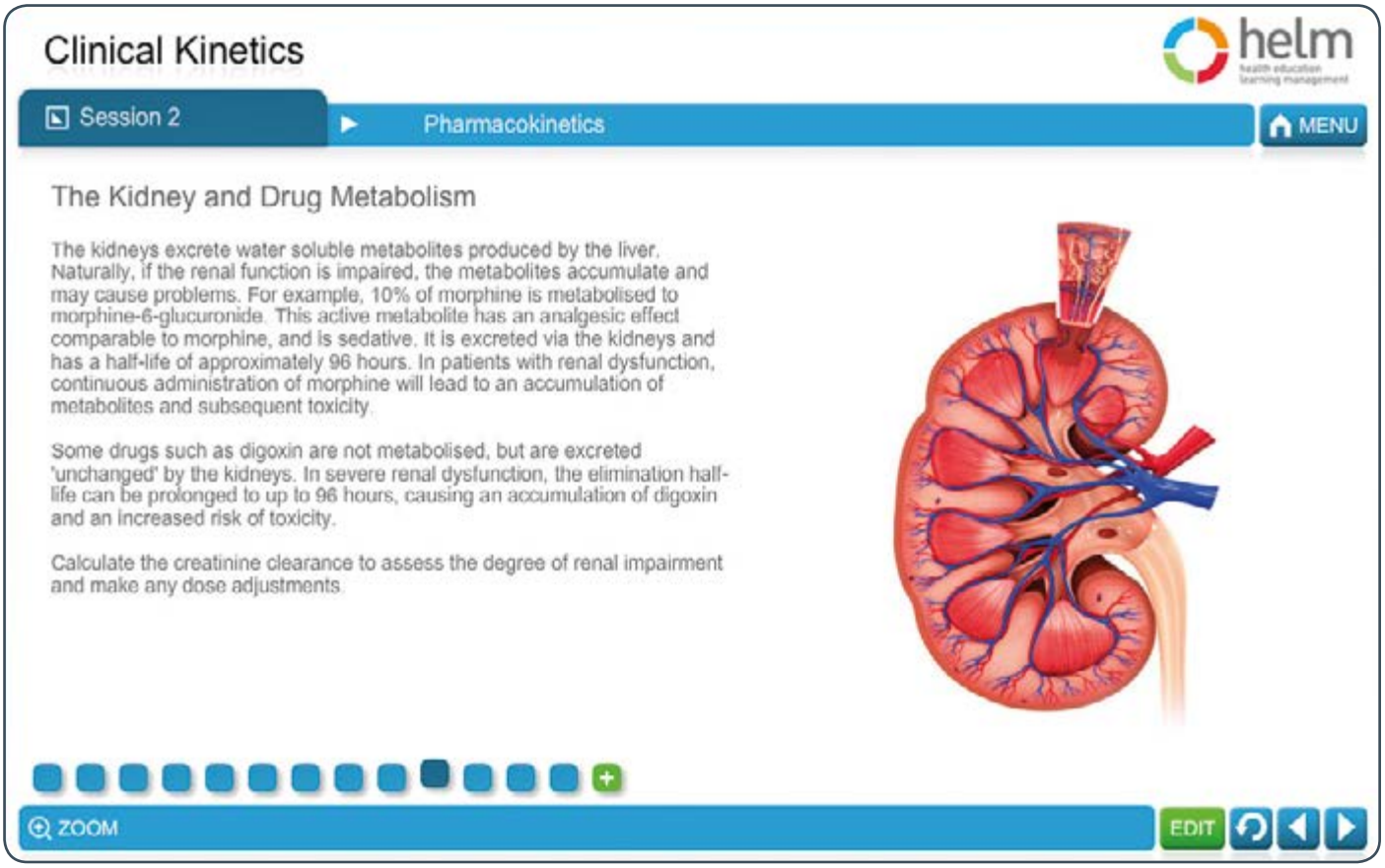
Understanding clinical kinetics will help you make better therapeutic choices and can be applied to your day-to-day prescribing.

Learning Objectives:

By the end of this module you should be able to:

By the end of this session, and with reference to 'The Ten Principles of Good Prescribing' (accessible via the British Pharmacological Society website), you will be able to:

- Describe the different routes of drug administration.
- Describe how a change in route can influence pharmacokinetic parameters.
- Define and explain the terms 'bioavailability, 'volume of distribution', 'half-life', and 'clearance', and what factors can affect them.
- Describe simple models of pharmacokinetics using graphical representation.
- Discuss the main processes of drug metabolism in the body and the factors affecting it.
- Relate the pharmacokinetics of a drug to the adjustments in dose, frequency and choice of formulation.



Module Title: Dosing and Calculation

Module Overview:

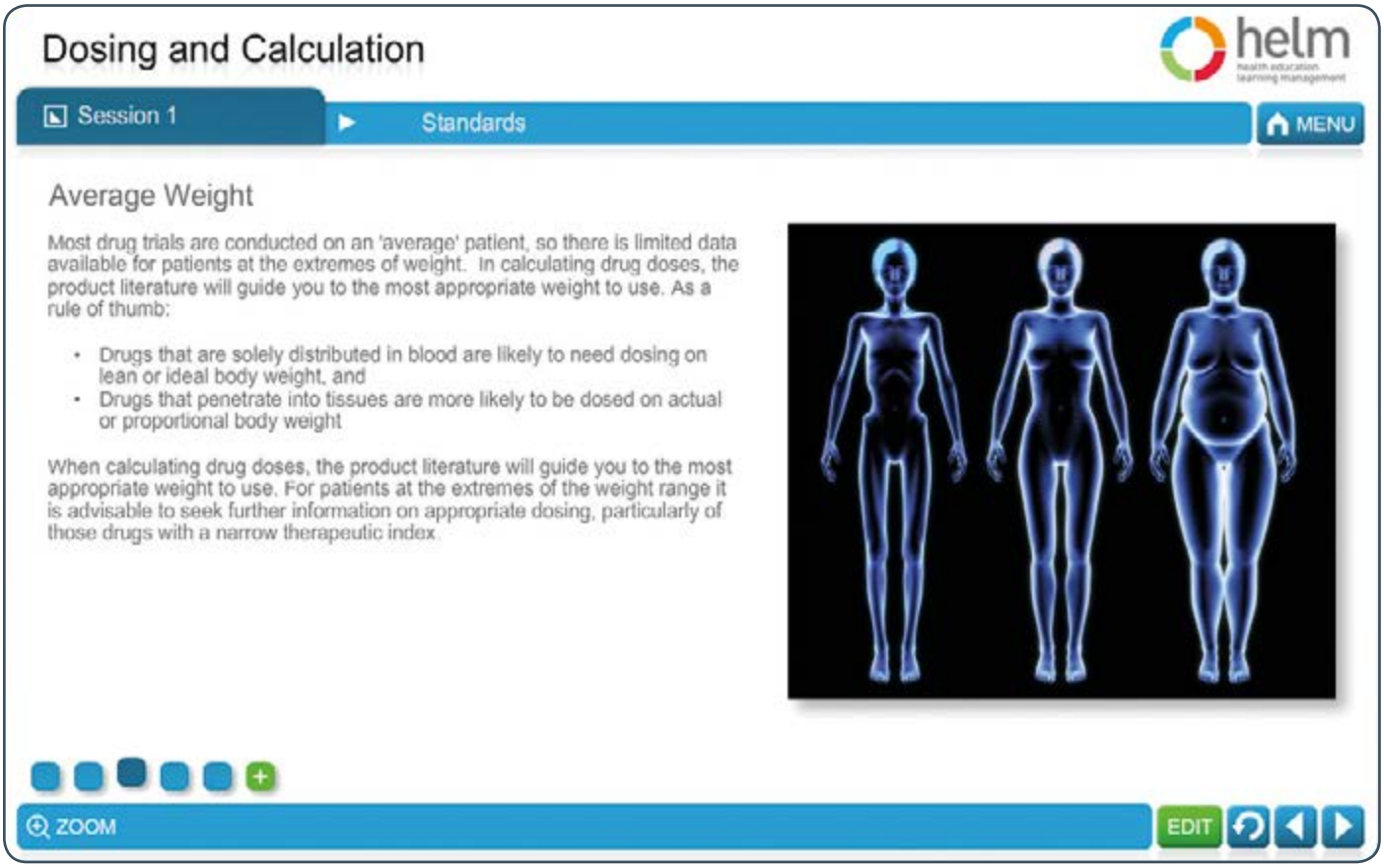
Dose calculation errors can lead to significant patient harm. Neonates, infants and children are particularly vulnerable.

In this module we will develop the underpinning knowledge and numeracy skills required for you to perform dose calculations competently and accurately in clinical practice. We will provide examples based on scenarios you may encounter in clinical practice and then test your knowledge throughout using in-module activities. We will highlight some of the common pitfalls when calculating doses and explain how you can avoid them.

Learning Objectives:

By the end of this module you should be able to:

- List some common calculation errors and how these may occur.
- Describe the standards in place to reduce the risk of medication errors as a result of calculation errors.
- Access and use appropriate resources to assist your calculations.
- Convert units and measures and calculate dose equivalents.
- Discuss the various terms used to define a patient's weight, and calculate doses based on these parameters.
- Describe the dose adjustments that may be required in hepatic or renal dysfunction.
- Calculate simple and complex dose regimens for enteral and parenteral administration.
- Apply simple mathematics to your day to day prescribing.



Module Title: Formulation and Administration

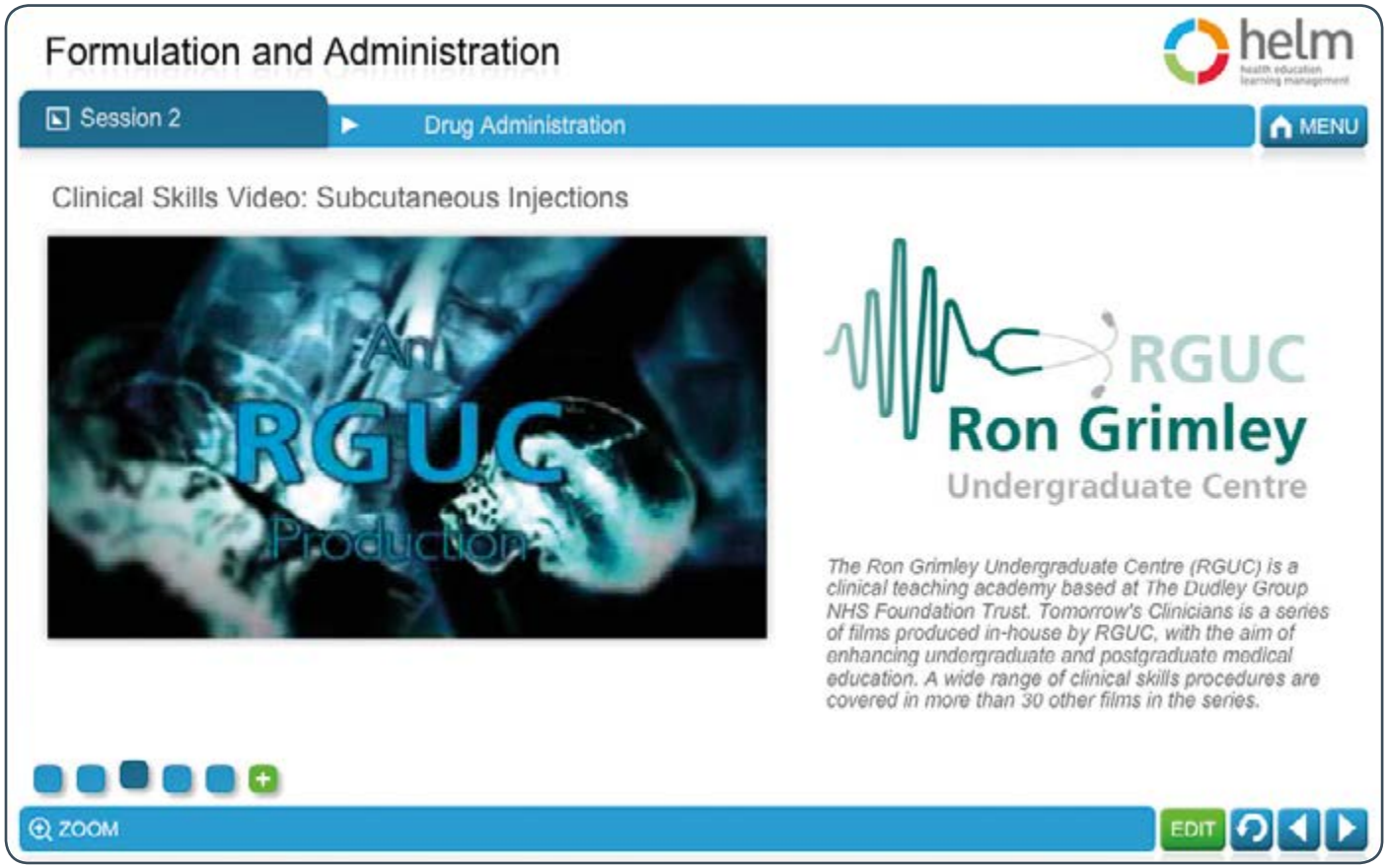
Module Overview:

In this module we will discuss some of the issues posed in clinical practice by the availability of different drug formulations. We will provide information on the administration of medicines to patients, and suggest alternative options to help those patients who can't receive their medication by more conventional routes.

Learning Objectives:

By the end of this module you should be able to:

- Recall how different formulations of a drug can differ in their pharmacokinetic properties and how this can affect dosing.
- Select the route or formulation to achieve an optimum therapeutic response and avoid harm.
- Describe how formulation change can help patients take their medicines and appreciate the value of sharing decisions with the patient when choosing suitable formulations.
- Explain how the timing of administration can be crucial for therapeutic response and safety.
- Describe the factors that should be considered when prescribing and administering unlicensed medicines.
- Describe the relevance of consent in relation to drug administration.



Module Title: Prescribing in Infection

Module Overview:

In this module we will discuss the safe and appropriate prescribing of antibacterials in patients with known or suspected infections.

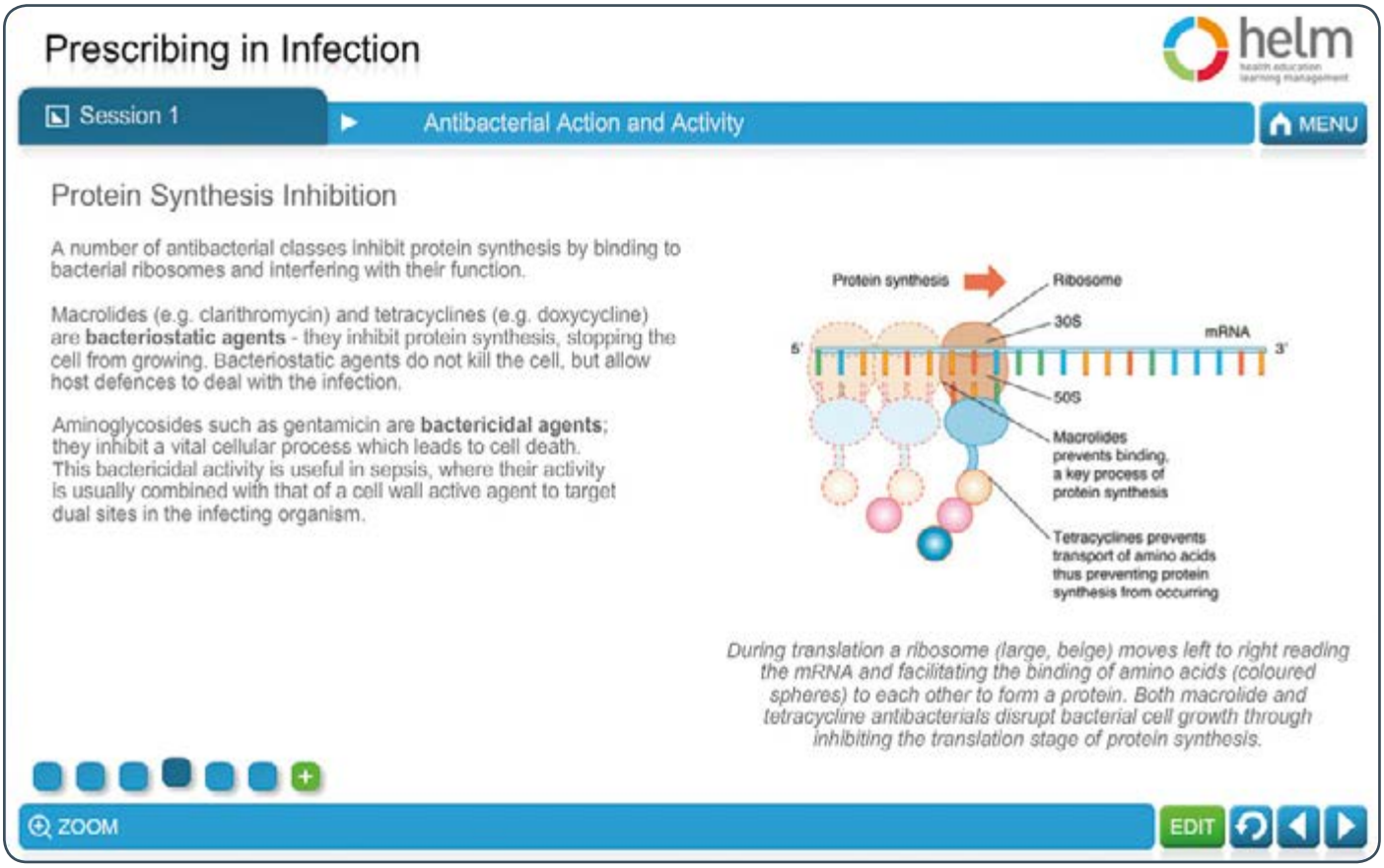
We will review the different classes of antibacterials available, when they should be prescribed empirically, and why careful use of antibacterials is important for both patient and public health.

We will refer to Public Health England's Antimicrobial Prescribing and Stewardship competencies and Start Smart - Then Focus toolkit throughout.

Learning Objectives:

By the end of this module you should be able to:

- Describe the different classes of antibacterials available and their site of action on a microorganism.
- Describe how bacteria can be resistant to antibacterials.
- Explain why certain antimicrobials might be restricted in a Trust, and how access to them could be obtained.
- Know where to look for guidelines on treating infections and why adherence is important.



PRESCRIBING - PRESCRIBING IN MEDICAL EMERGENCIES

Module Title: Drug Allergy and Anaphylaxis

Module Overview:

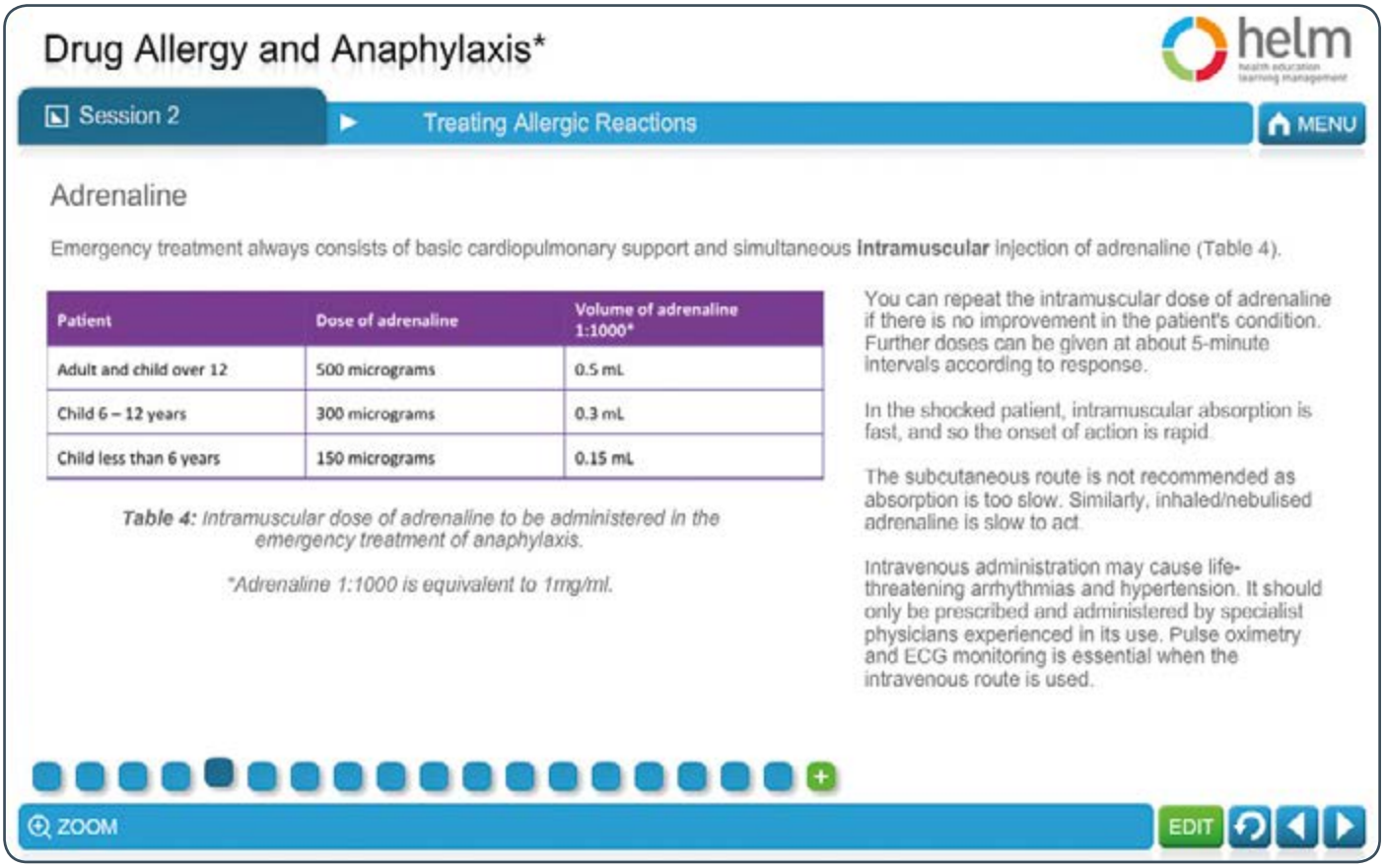
In this module, we will provide an overview of drug allergy, and pay particular attention to anaphylaxis and reducing the risk of such reactions.

We will describe the signs and symptoms of Type I (immediate) reactions, and discuss the assessment and management of these. Finally we describe the follow-up of patients who have experienced a severe reaction.

Learning Objectives:

By the end of this module you should be able to:

- Take an accurate history of any previous reactions to drugs, medicinal and related products and non-drug allergies.
- Examine a drug chart, and decide which drugs might pose a risk to the patient in light of known allergies.
- Recognise the signs and symptoms of allergic reactions to drugs.
- Distinguish allergic reactions from other adverse drug reactions.
- Manage acute allergic reactions to drugs.
- Arrange appropriate follow up in cases of suspected drug reactions.



Module Title: Poisoning

Module Overview:

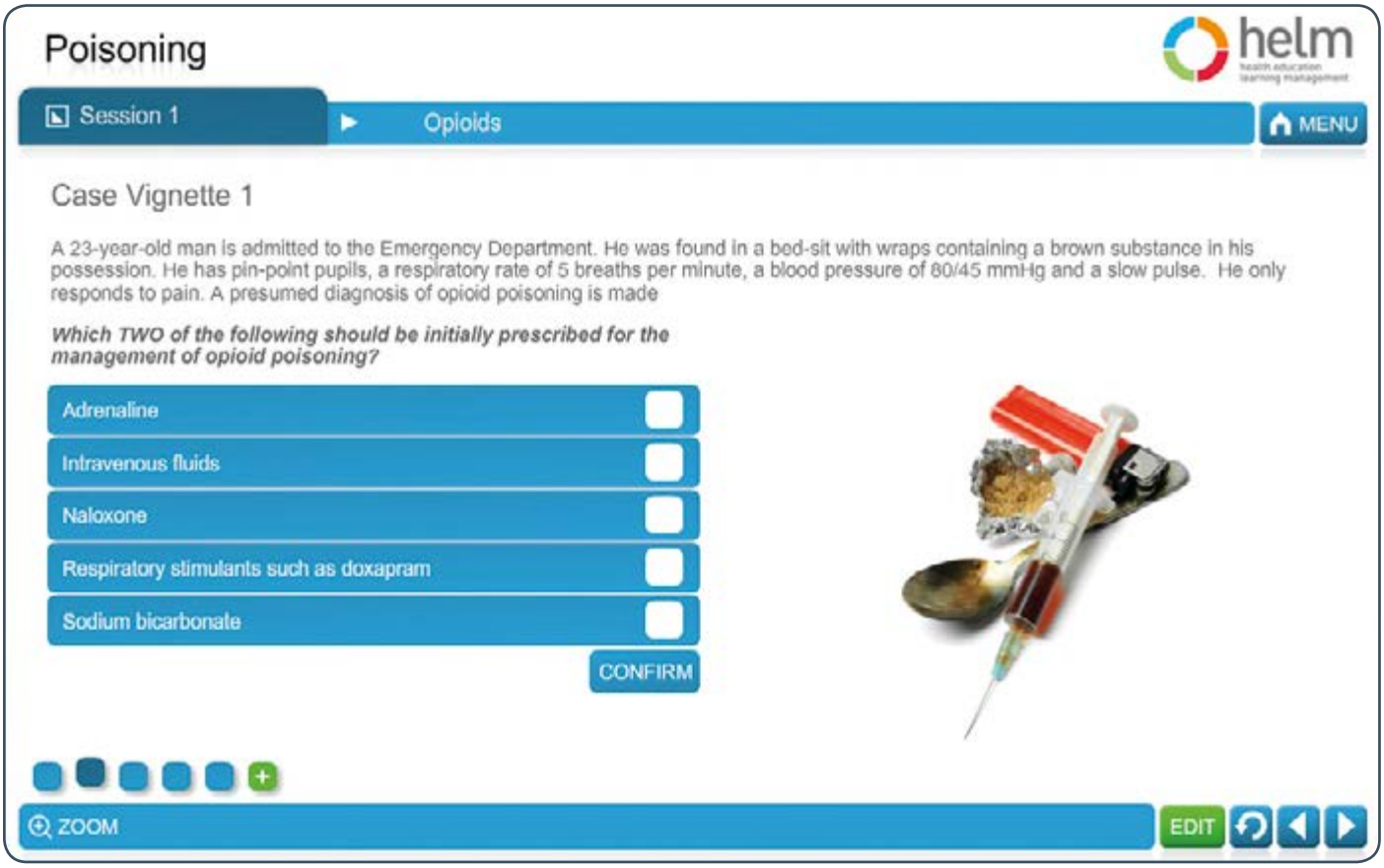
In this module we will consider poisoning as a result of drug overdose.

The module will explore the clinical toxicology of commonly prescribed drugs and the management required to alleviate their effects. It will provide practical advice on where to look for information should poisoning be suspected.

Learning Objectives:

By the end of this module you should be able to:

- Describe the risks associated with taking specific drugs in overdose.
- Manage a patient presenting with poisoning.
- Describe the role of the National Poisons Information Service (NPIS).
- Describe the information available on TOXBASE and how to access this.



PRESCRIBING - PRESCRIBING IN MEDICAL EMERGENCIES

Module Title: Cardiac Arrest

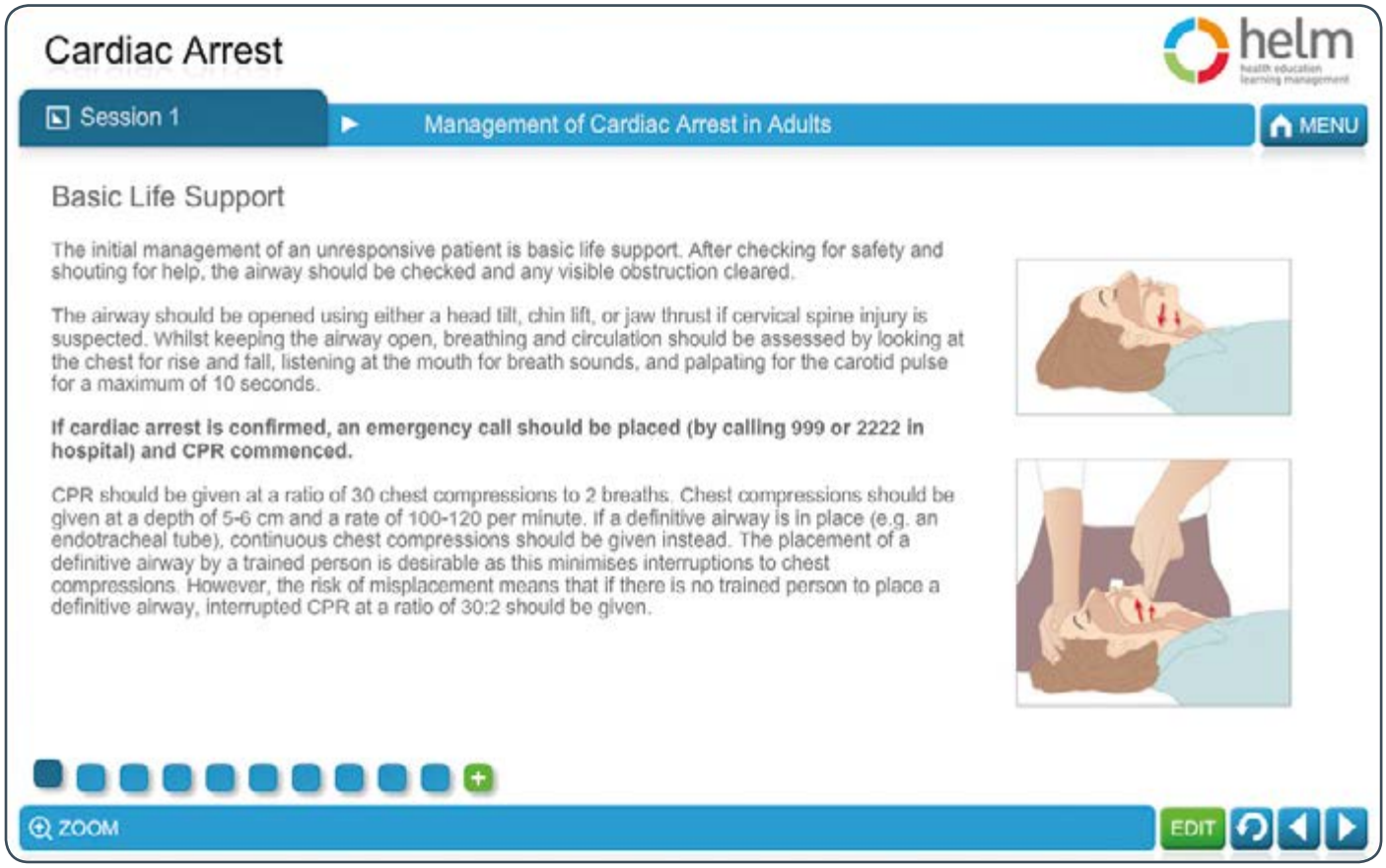
Module Overview:

This module will focus on the drugs and therapeutics used during and immediately following cardio-pulmonary resuscitation (CPR) in an adult. It is based on the latest Resuscitation Council guidelines (2010). This module will help you to revise the guidelines for resuscitation of patients in cardiac arrest and management of reversible causes, but does not replace formal Advanced Life Support (ALS) training.

Learning Objectives:

By the end of this module you should be able to:

- Explain the steps involved in the management of an adult in cardiac arrest.
- Recall the reversible causes of cardiac arrest.
- Describe the modifications to practice when resuscitating a pregnant woman.
- Manage the care of patients post resuscitation.



Module Title: Fluids

Module Overview:

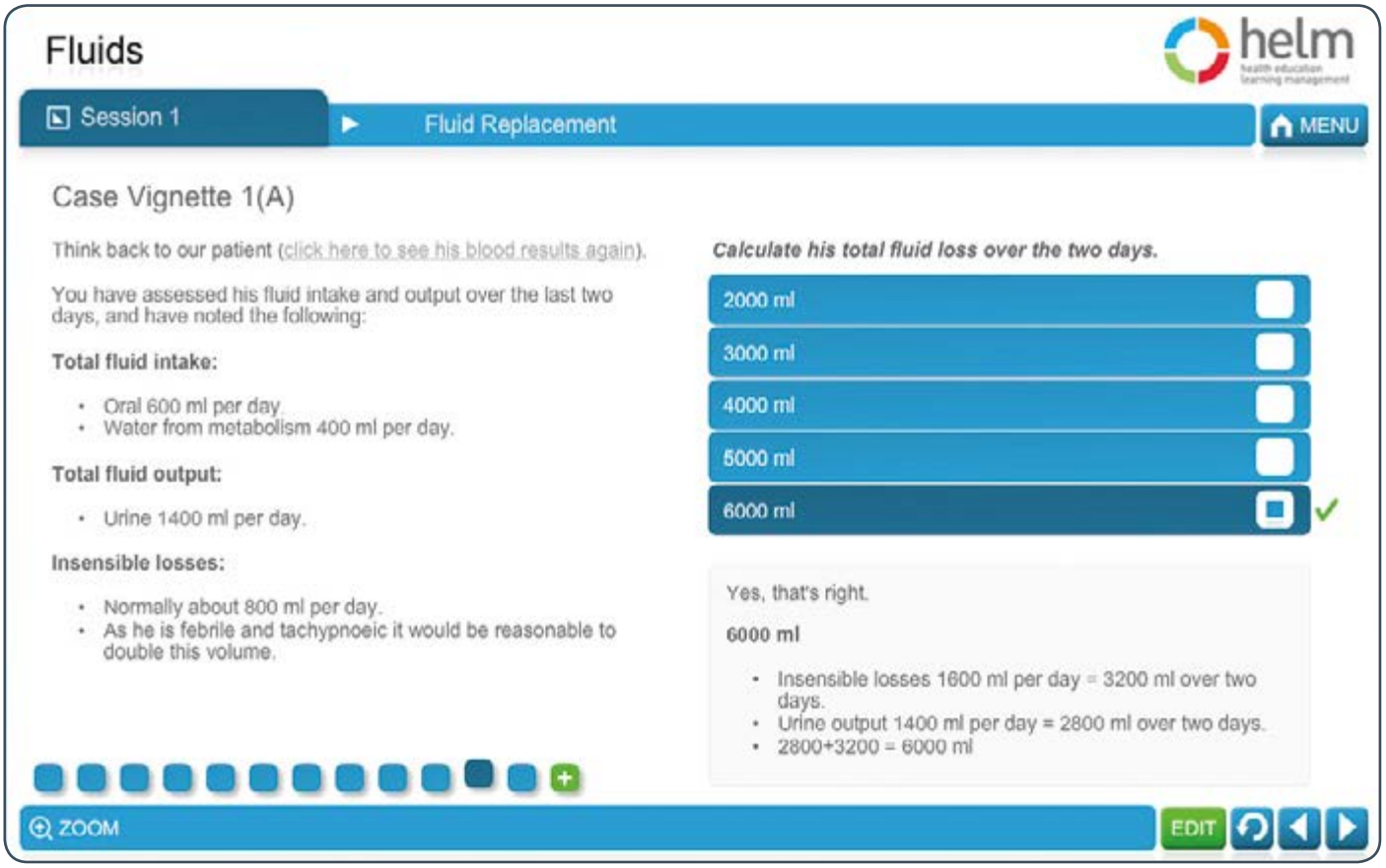
In this module we will discuss the basic physiological principles of fluid replacement, which will help you understand the dynamic nature of fluid compartments. It will allow you to calculate requirements, safely prescribe both fluids and electrolytes in adults, monitor response to therapy, and deal with complications.

It will consolidate your knowledge about fluid status assessment and subsequent management.

Learning Objectives:

By the end of this module you should be able to:

- Recall the signs and symptoms of hypovolaemia and hypervolaemia.
- Understand how to calculate fluid loss, gains and requirements.
- Understand how to how to calculate electrolyte requirements.
- Describe the difference between crystalloid and colloid fluid replacement therapy and when each might be appropriate for use.
- Monitor fluid replacement therapy effectively to avoid adverse effects and achieve optimal response.



Module Title: Diabetic Emergencies

Module Overview:

In this module, we will discuss the signs and symptoms of diabetic emergencies, including hypoglycaemia, diabetic ketoacidosis, and hyperosmolar hyperglycaemic state. For each, we will describe the immediate step-by-step management and continuing care in adults.

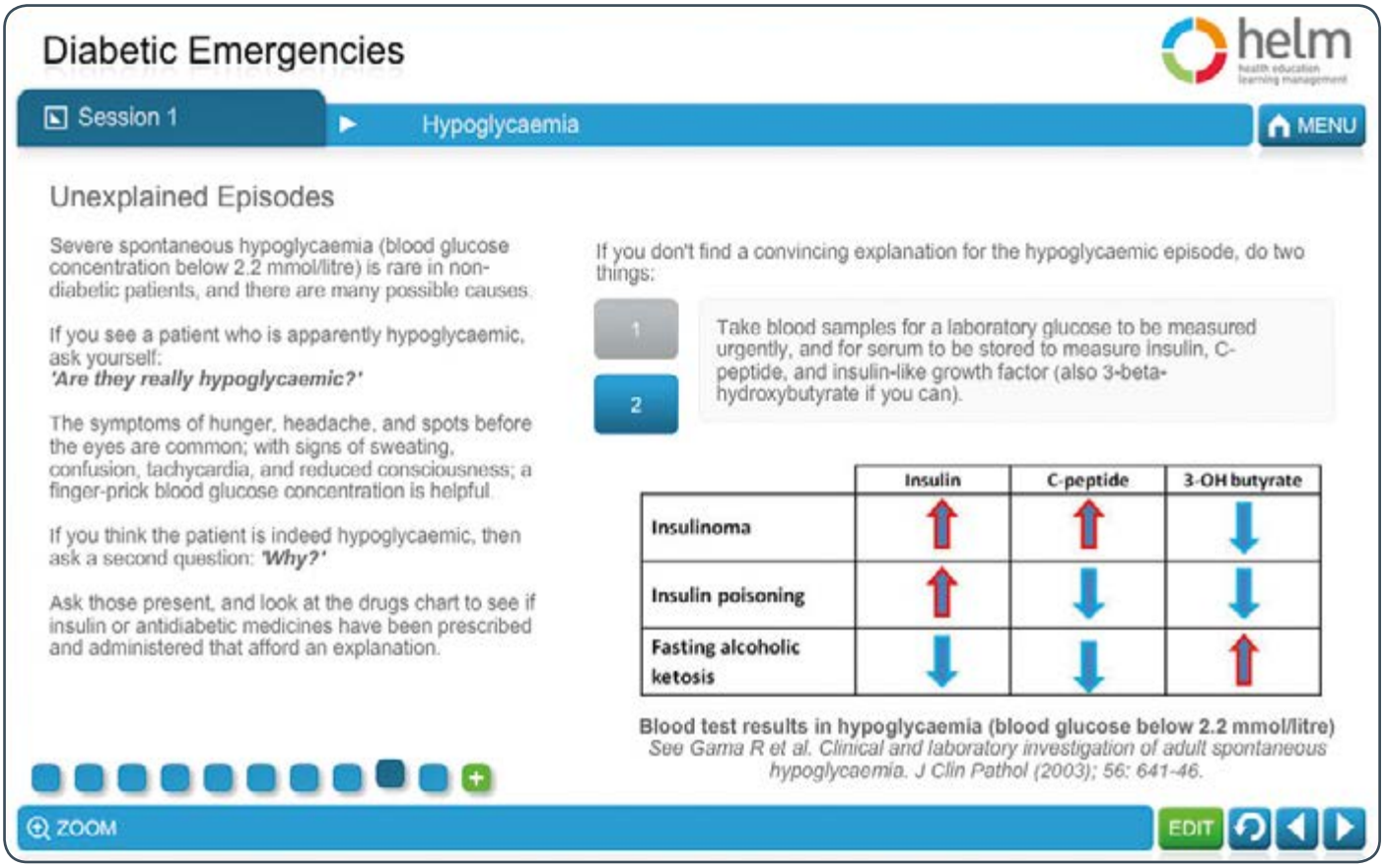
The Joint British Societies Inpatient Care Group provide comprehensive guidance on all the diabetic emergencies discussed here, all of which are available online.

Note that hospital Trusts are likely to have their own guidelines or protocols on the management of these emergencies. These should be used as the primary guidance alongside the general principles what we provide here.

Learning Objectives:

By the end of this module you should be able to:

- Manage hypoglycaemia in a conscious, semi- or unconscious patient.
- Take appropriate samples for unexplained episodes of hypoglycaemia.
- Describe the characteristic features of Diabetic Ketoacidosis (DKA).
- Initiate appropriate fluid resuscitation and a fixed rate intravenous insulin infusion for a patient with DKA.
- Effectively monitor a patient with DKA and know when to request senior review.
- Identify and treat any precipitating factors for an episode of DKA.
- Distinguish between DKA and Hyperosmolar Hyperglycaemic State (HHS).
- Describe the characteristic features of HHS.
- Describe the principles of treatment of HHS and initiate immediate management.



PRESCRIBING - MANAGING THE RISKS OF PRESCRIBING

Module Title: Adverse Drug Reactions

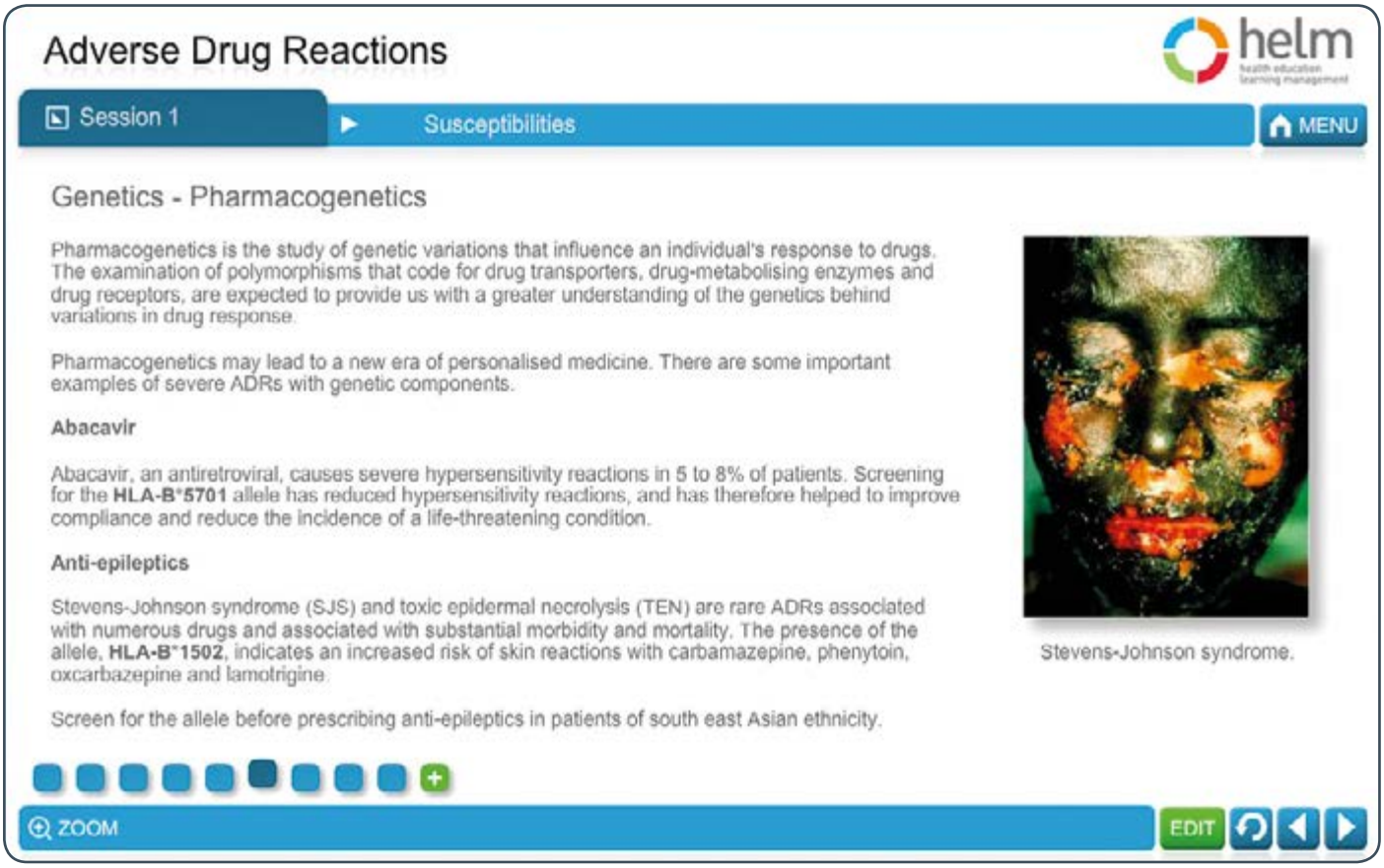
Module Overview:

This module will explore the identification and prediction of adverse drug reactions (ADRs) in patients. It will also consider the public health burden of adverse drug reactions, and pharmacovigilance systems in the UK. The module will highlight the importance of reporting ADRs.

Learning Objectives:

By the end of this module you should be able to:

- Define an ADR and the classification of ADRs
- Identify susceptibility factors that place patients at increased risk of ADRs
- Discuss the concepts of pharmacovigilance and its importance for public health
- Explain the role and function of the Yellow Card scheme
- Identify sources of information on ADRs.



PRESCRIBING - MANAGING THE RISKS OF PRESCRIBING

Module Title: Medication Errors

Module Overview:

This module describes the nature and frequency of medication errors and examines the theory underlying general human error

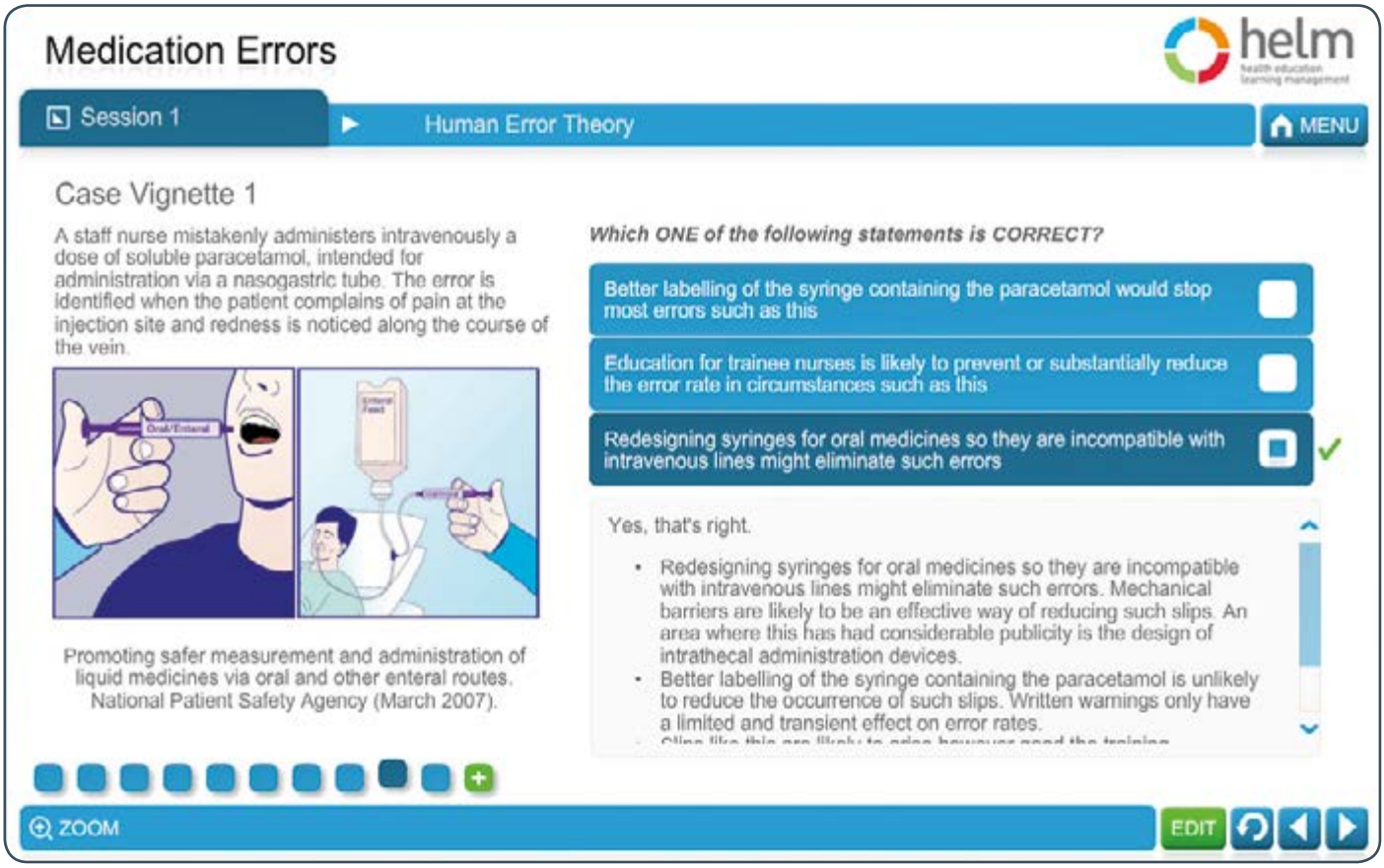
It will introduce you to tips on reducing medication errors, and how you can identify and correct them. The session also describes how you, as healthcare professionals, should respond when you discover a medication error, and how it should be reported.

Finally, the role of electronic prescribing in preventing errors will be discussed.

Learning Objectives:

By the end of this module you should be able to:

- Define medication errors, including subtypes
- Identify individual and systems factors leading to error
- Describe how medication errors are reported
- Describe the role and impact of electronic prescribing



Module Title: Monitoring Drug Therapy

Module Overview:

In this module, we will discuss the importance of monitoring drug therapy and how effective monitoring can reduce the incidence of adverse drug reactions and improve therapeutic outcomes.

We will identify monitoring requirements for some common prescribing scenarios in both primary and secondary care.

Learning Objectives:

By the end of this module you should be able to:

- Discuss why it is important to monitor drug therapy.
- Identify the commonly prescribed drug therapies that require monitoring before, during and after treatment.
- Describe the strategies for monitoring drug therapy and the criteria that will determine whether a strategy will be clinically accepted.
- Identify common drugs that require Therapeutic Drug Monitoring (TDM) during treatment to avoid sub-therapeutic plasma concentrations and toxicity.
- Access information on the recommendations for monitoring drug therapy.

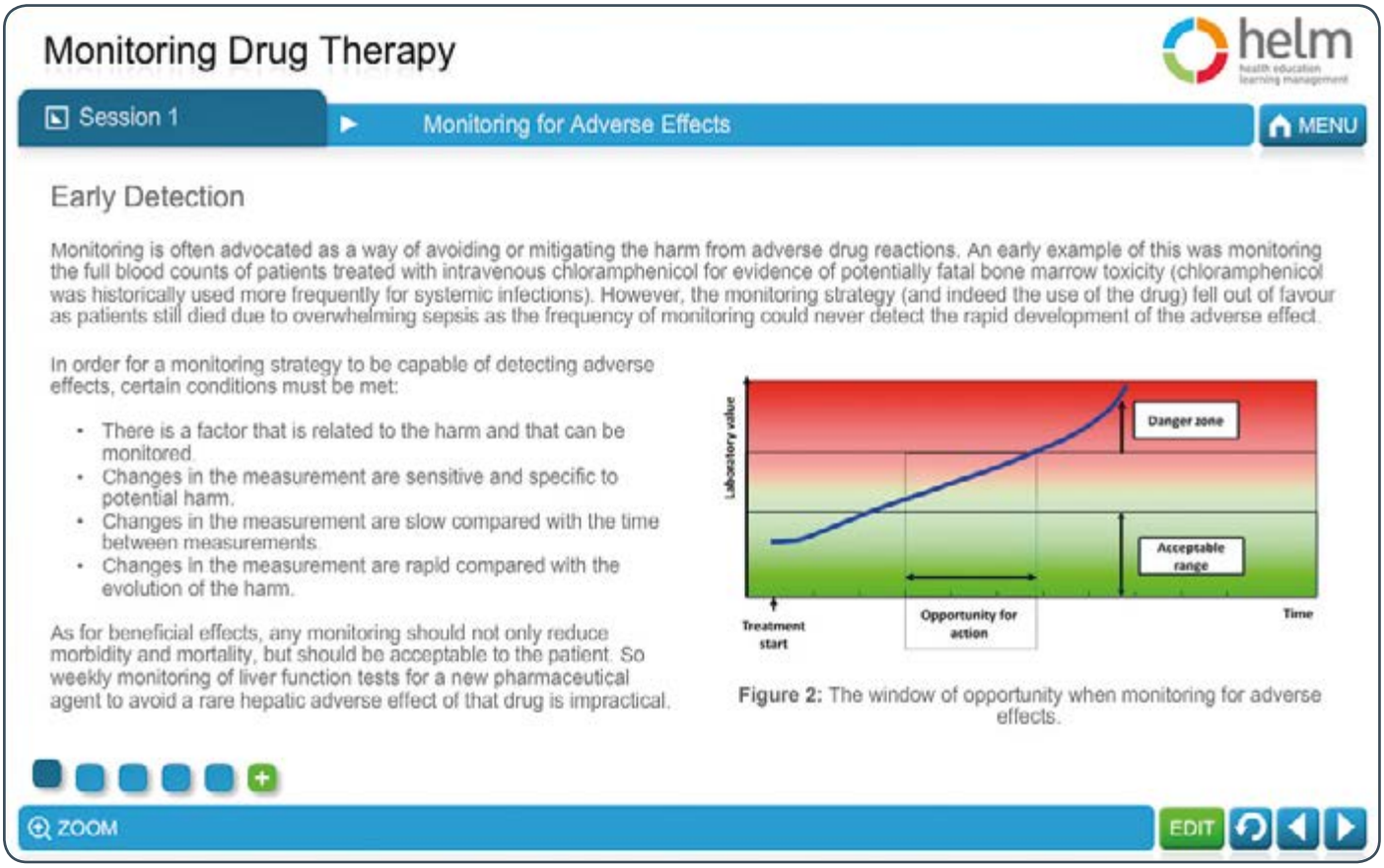


Figure 2: The window of opportunity when monitoring for adverse effects.

PRESCRIBING - MANAGING THE RISKS OF PRESCRIBING

Module Title: Drug Interactions

Module Overview:

In this module we will explore the potential risks and possible harms caused by pharmacodynamic and pharmacokinetic interactions in patients receiving multiple drug therapy.

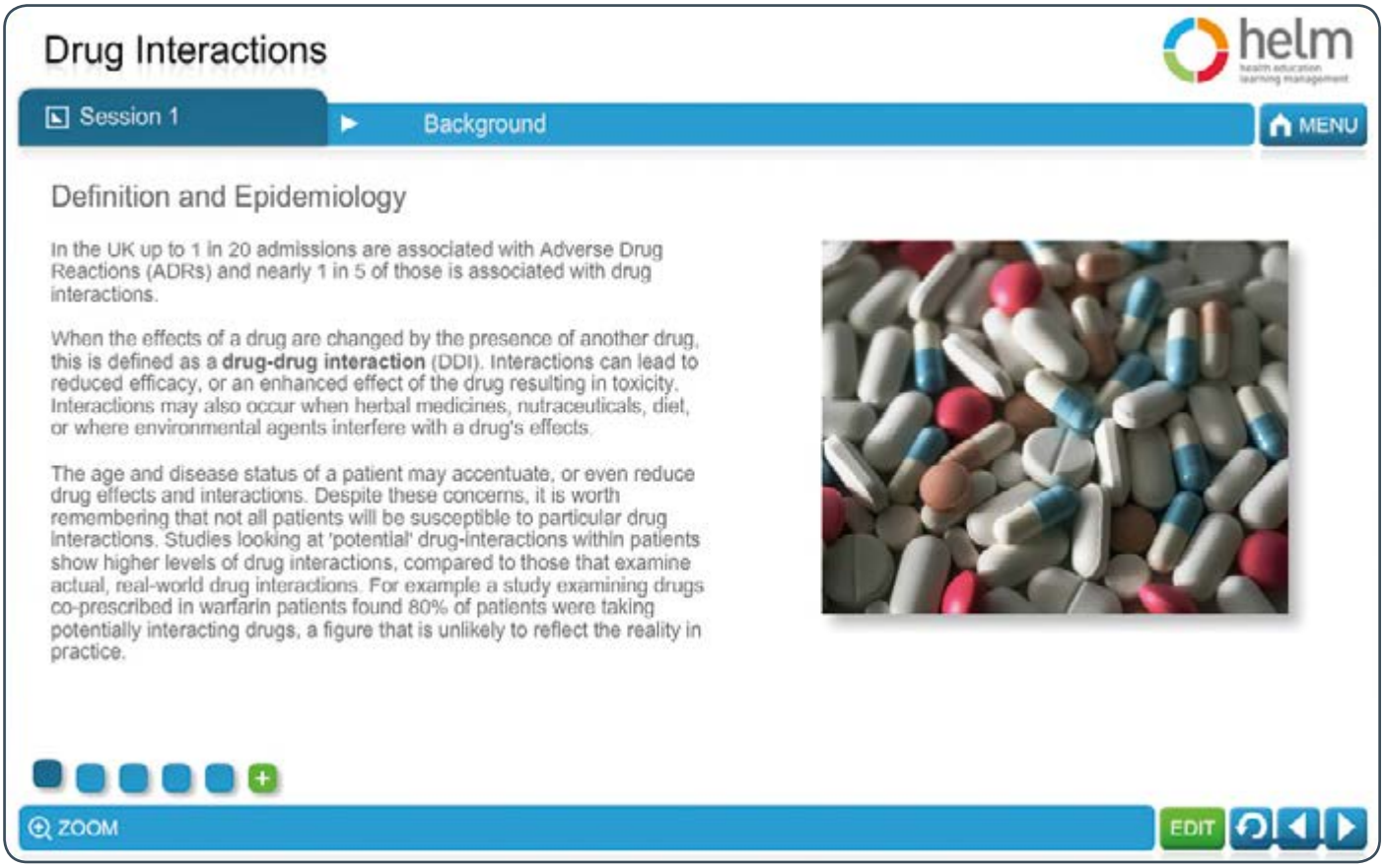
We will describe the different types of drug interactions that can occur, their mechanisms and any potential clinical implications.

Knowledge of both the mechanisms of interactions and reliable information sources for drug interactions, can allow you to reduce the opportunity of occurrence and reduce the risk of patient harm.

Learning Objectives:

By the end of this module you should be able to:

- Demonstrate knowledge of potential drug-drug interactions (DDIs) mechanisms (pharmacodynamic and pharmacokinetic).
- Describe patient factors that may intensify drug-drug interactions, related to age, gender, metabolising enzyme profile (sometimes related to ethnicity), disease, diet, smoking and illicit drug use.
- Describe some of the common drug interactions seen in clinical practice and strategies for minimising their occurrence.
- Find information on potential drug interactions.
- Highlight the importance of identifying and reporting 'suspected' drug interactions and Adverse Drug Reactions (ADRs) to the Medicines and Healthcare Products Regulatory Agency (MHRA).



PRESCRIBING - MANAGING THE RISKS OF PRESCRIBING

Module Title: Toxic Tablets

Module Overview:

Together with the Script 'Parenteral Poisons' module, this module will introduce the important aspects surrounding the prescribing, supply, administration and monitoring of so called 'dangerous drugs' that are administered via the 'oral' route.

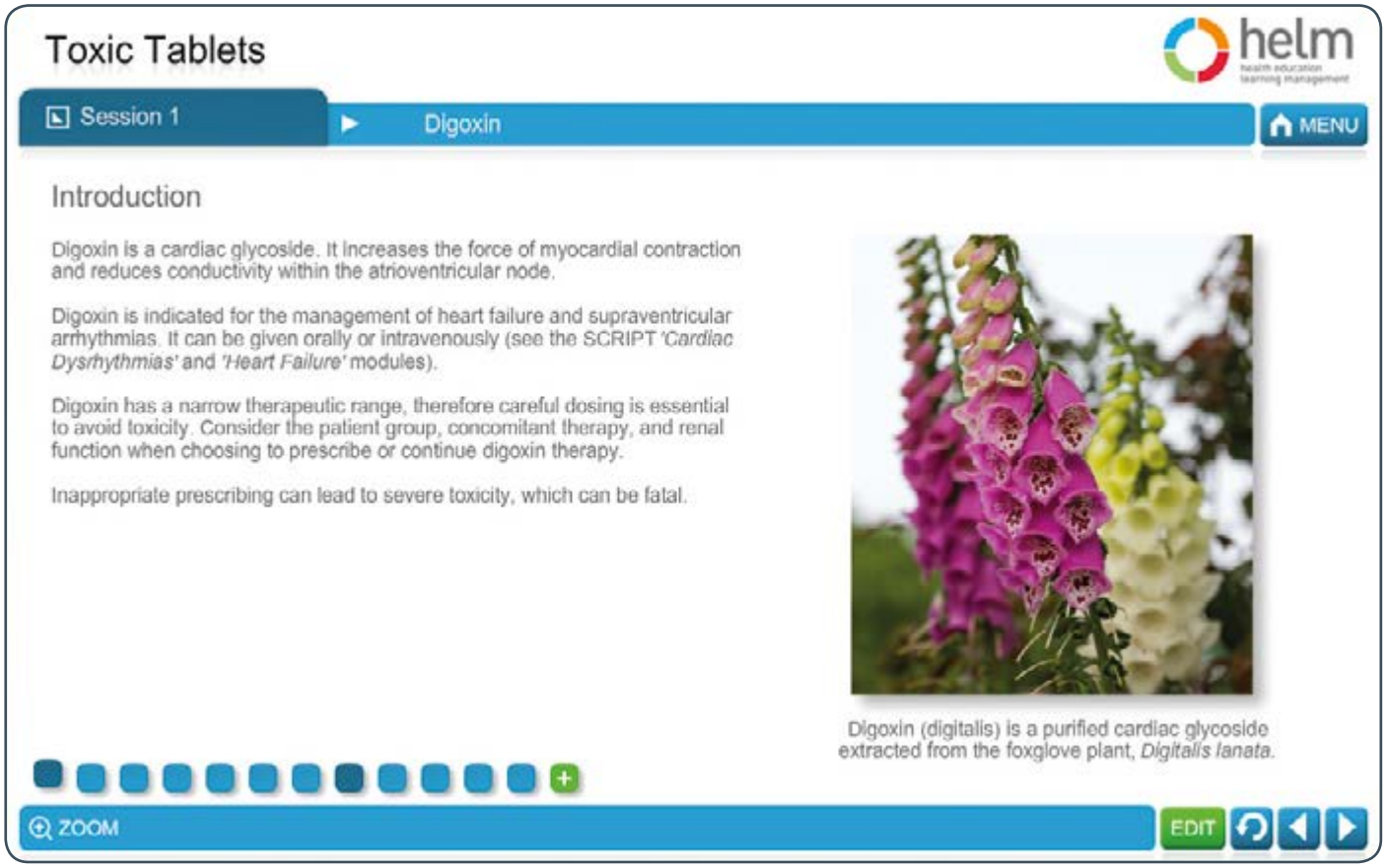
We will discuss oral drugs that are commonly encountered in general medicine and that pose a significant risk to patients. These drugs have the potential for harm due to the risks of toxicity, significant drug interaction and adverse effects. They require close clinical monitoring and care when prescribing.

Although we will focus on the oral route of administration, where applicable much of this theory can be applied to alternative routes of administration.

Learning Objectives:

By the end of this module you should be able to:

- Describe the risks of drugs and how harm from the most dangerous drugs can be minimised.
- Discuss the general methods used to limit harm from drugs.
- Describe how the prescribing of dangerous drugs requires a concordant approach to therapy to avoid serious harm and adverse drug reactions.
- Describe the role of policy and protocol in preventing serious untoward medication errors.
- Describe the role of national patient safety authorities (e.g. the National Patient Safety Agency, NPSA) and how they contribute towards safer patient care.
- Understand the importance of monitoring drug therapy.



PRESCRIBING - MANAGING THE RISKS OF PRESCRIBING

Module Title: Parenteral Poisons

Module Overview:

In this module we introduce the important aspects surrounding the prescribing, supply, administration and monitoring of so called 'dangerous drugs' that are administered via the parenteral route.

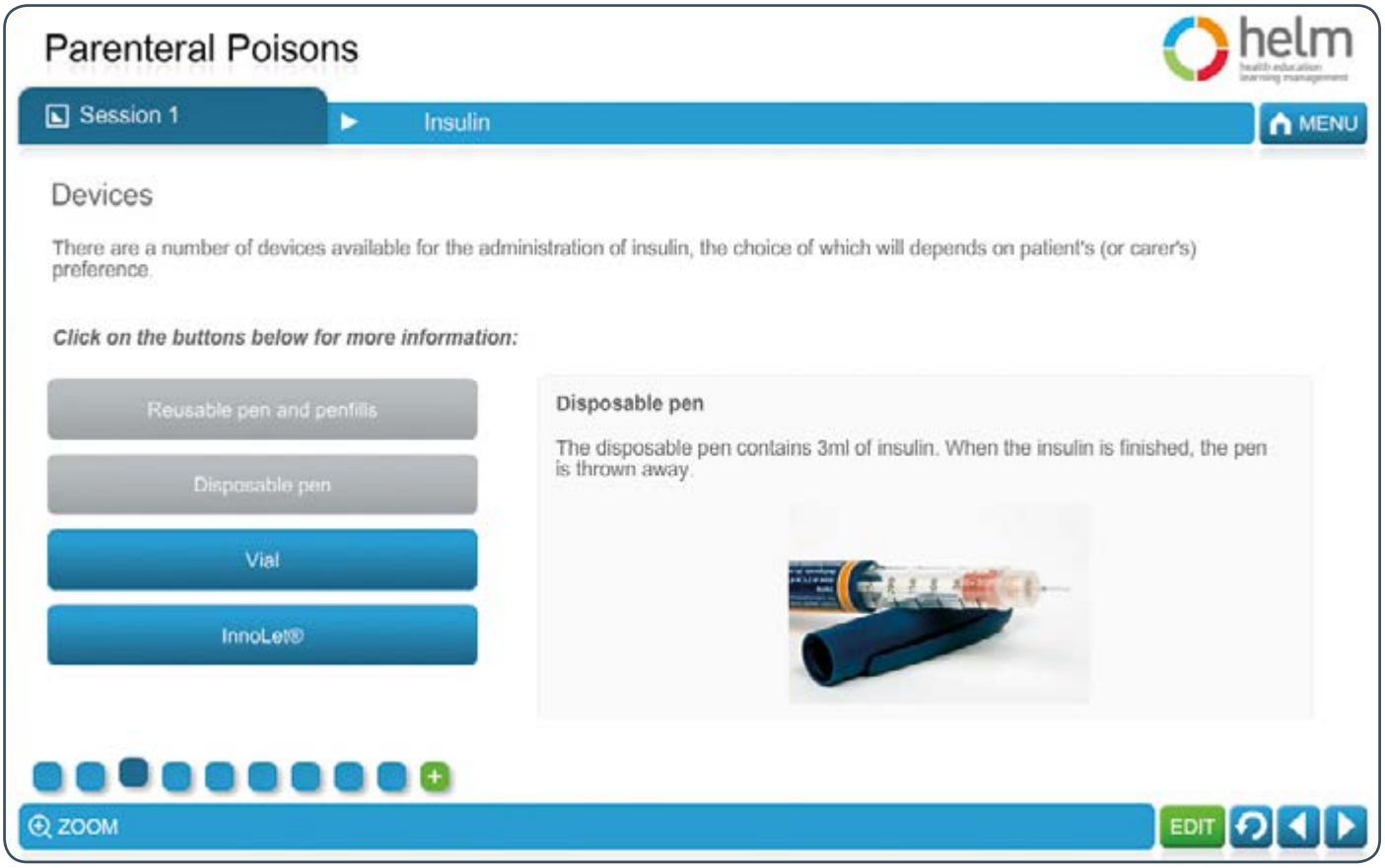
We will discuss parenteral drugs that are commonly encountered in general medicine and that pose a significant risk to patients. These drugs have the potential for harm owing to the risks of toxicity, significant drug interactions and adverse effects. They require close clinical monitoring and care when prescribing.

Although we will focus on the parenteral route of administration, where applicable much of this theory can be applied to alternative routes of administration.

Learning Objectives:

By the end of this module you should be able to:

- Describe the risks of drugs and how harm from the most dangerous drugs can be minimised.
- Discuss the general methods used to limit harm from drugs.
- Describe how the prescribing of dangerous drugs requires a concordant approach to therapy to avoid serious harm and adverse drug reactions.
- Describe the role of policy and protocol in preventing serious untoward medication errors.
- Describe the role of national patient safety authorities (e.g. the Patient Safety Domain of NHS England) and how they contribute towards safer patient care.
- Discuss the importance of monitoring drug therapy.



Module Title: Perioperative Prescribing

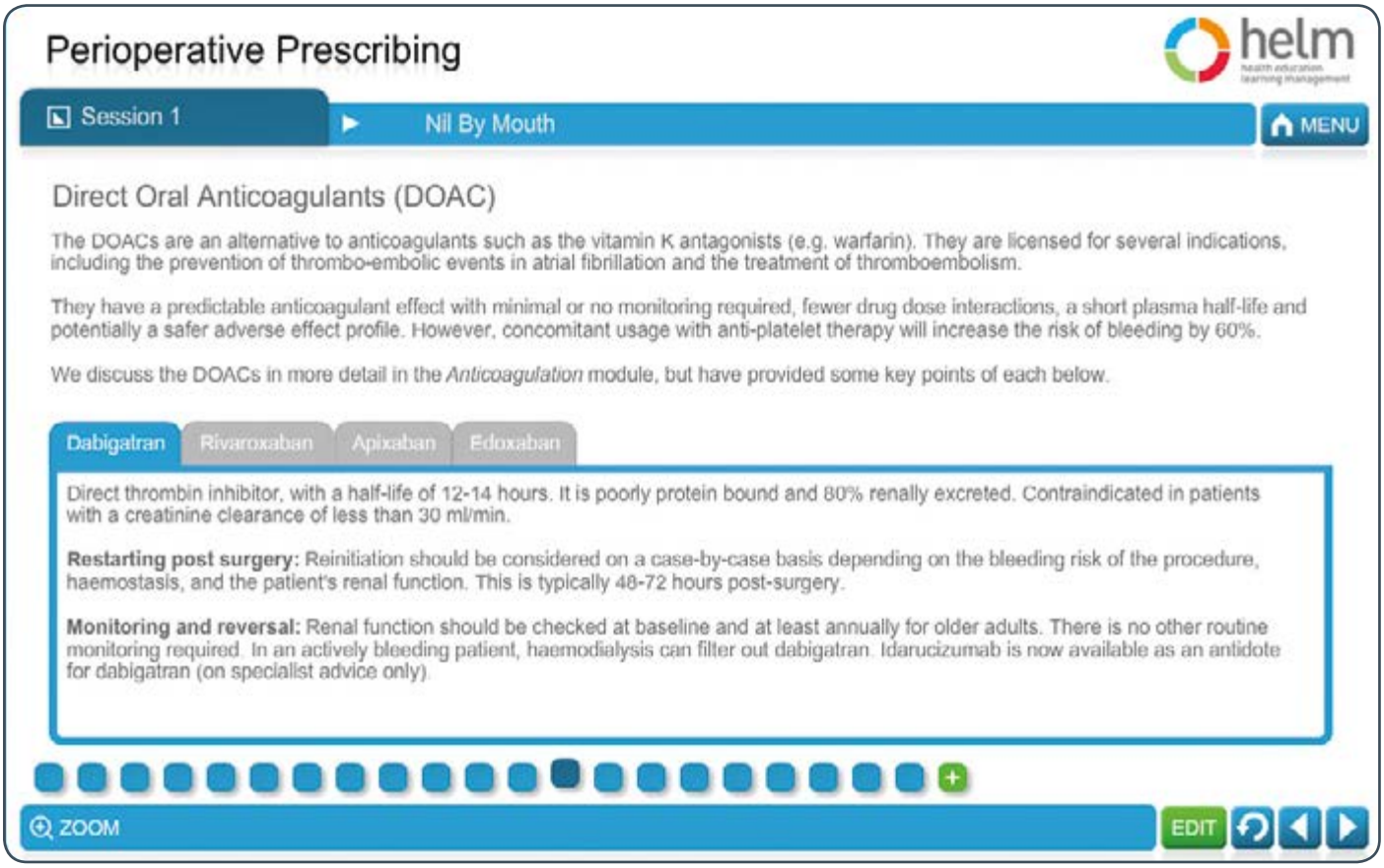
Module Overview:

In this module we will explore the use of drugs in the perioperative period, specifically looking at issues of therapy immediately before and after operative surgery. It will consider issues such as decisions about stopping/omitting medicines prior to surgery and managing essential drug therapy.

Learning Objectives:

By the end of this module you should be able to:

- Describe the elements of the drug history that are important for preoperative patients.
- Examine a preoperative drug history, and decide which drugs to continue and/or omit.
- Define the drug classes where alternative treatments are required perioperatively.
- Explain the potential for Adverse Drug Reactions (ADRs) and adverse drug-drug interactions in the perioperative period.
- Describe the actions to be taken when a surgical patient is discharged with regards to prior chronic therapy and new take home medicines.



PRESCRIBING - MANAGING THE RISKS OF PRESCRIBING

Module Title: Prescribing in Hepatic Dysfunction

Module Overview:

This module will explore the use of drugs in patients with liver disease, the effects of drugs on the liver, and the effect of the liver on drugs.

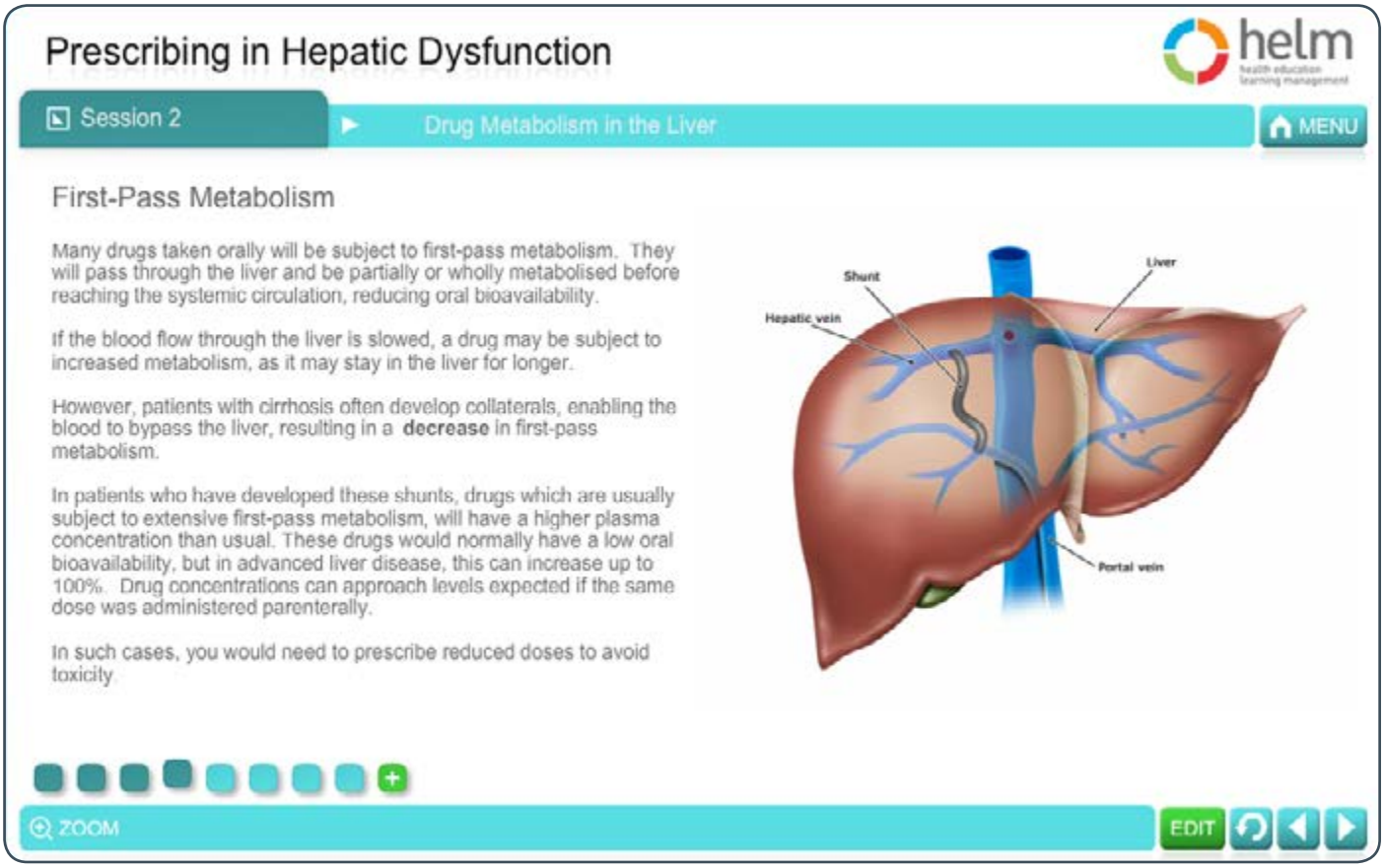
It will examine how to assess liver function, what drugs can cause harm to the liver, the metabolism of drugs by the liver and which drugs to avoid in chronic liver disease.

It will be of use throughout your career as a prescriber.

Learning Objectives:

By the end of this module you should be able to:

- Apply the principles of safe prescribing in patients with hepatic dysfunction.
- Discuss the effect of disease in hepatic dysfunction when prescribing.
- Describe the important adverse effects of commonly prescribed drugs on the liver.
- Describe the metabolism of drugs by the liver.
- Know the effect of some drugs on liver metabolism.
- Rationalise drug treatments in hepatic dysfunction, and make dose adjustments where necessary.
- Know where to access up-to-date and reliable information on the prescribing of drugs in hepatic dysfunction.



PRESCRIBING - MANAGING THE RISKS OF PRESCRIBING

Module Title: Prescribing in Older Adults

Module Overview:

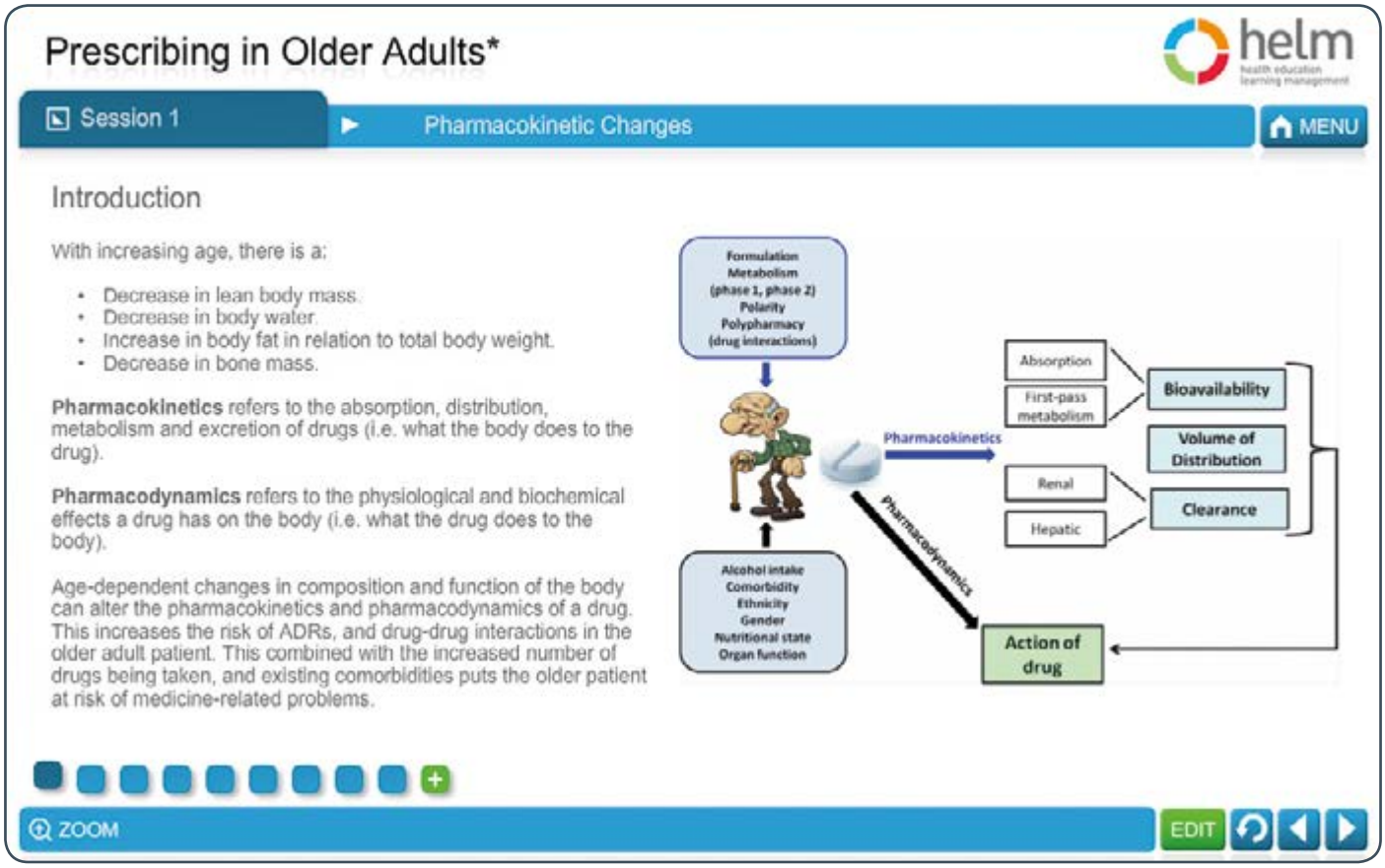
In this module we will discuss how older adults handle administered medicines

(pharmacokinetics) and how they react to these (pharmacodynamics) once they have been absorbed. It will help you identify problematic and beneficial polypharmacy, thus optimising the use of medicines in this patient group.

Learning Objectives:

By the end of this module you should be able to:

- Describe the processes of absorption, distribution, metabolism and excretion of drugs in the older patient.
- Explain how age-related physiological and pathological processes affect how the body reacts to drugs.
- Explain how physical, cognitive and social aspects may affect an older patient's ability to adhere to treatment.
- Discuss the factors that make older adults more at risk of developing Adverse Drug Reactions (ADRs).
- Develop strategies to reduce problems with medication in the elderly population.



PRESCRIBING - MANAGING THE RISKS OF PRESCRIBING

Module Title: Prescribing in Pregnancy

Module Overview:

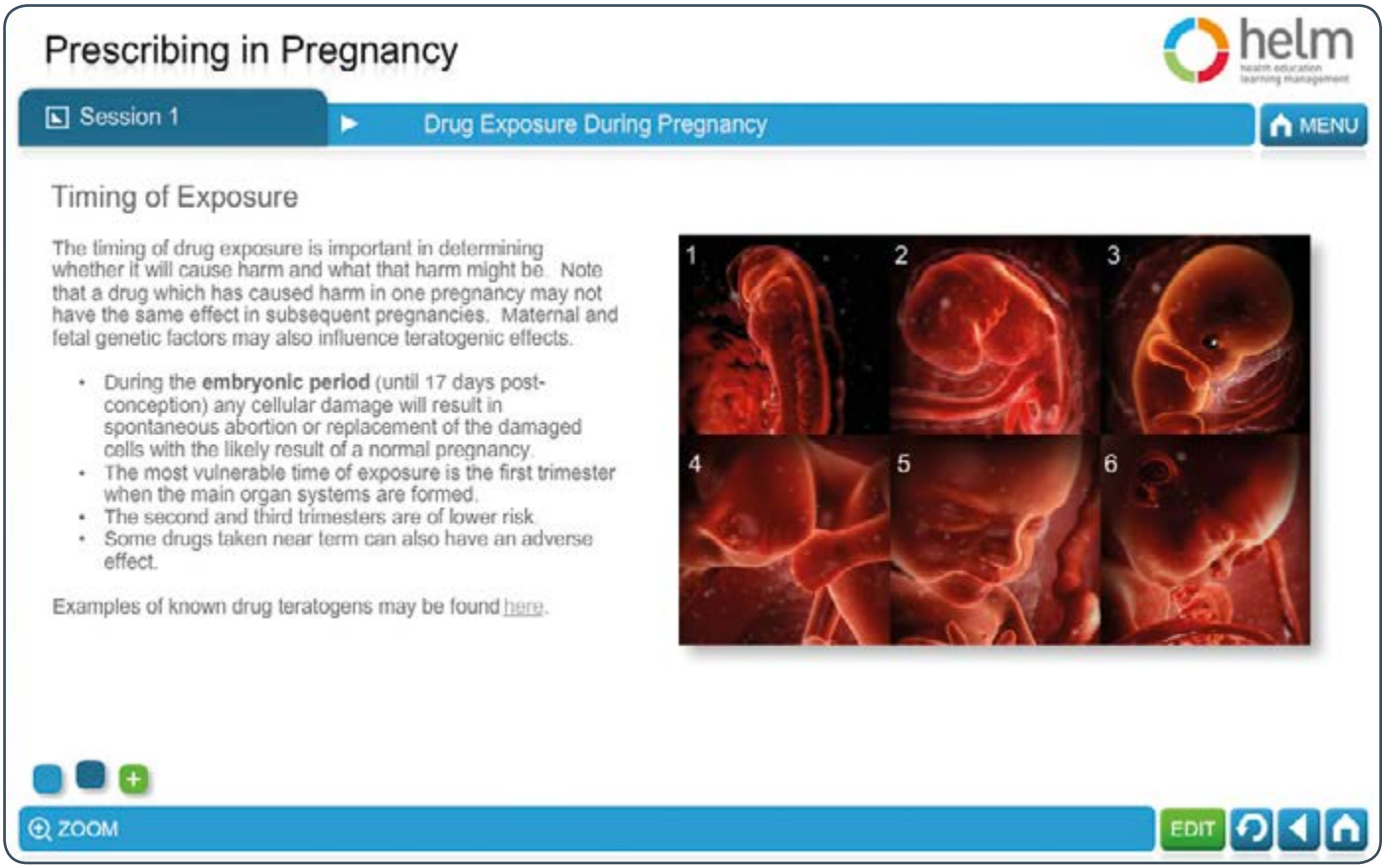
In this module, we will explore the use of drugs in patients who are pregnant or who may become pregnant.

The module includes the general principles of prescribing in pregnancy, the effects of drugs on the fetus, the effects of pregnancy on drug handling and introduces some key resources for determining whether a drug is safe to use. Some common conditions encountered during pregnancy are also covered.

Learning Objectives:

By the end of this module you should be able to:

- Explain how the physiological changes during pregnancy can alter the pharmacokinetics of a drug, and therefore require dose adjustment.
- Discuss the risks/benefits of prescribing in pregnancy and how this risk changes depending on the trimester.
- Describe how to minimise the risk of harm to the fetus when prescribing in pregnancy.
- Describe the key drugs (or drug groups) to avoid during pregnancy and why.
- Describe how to minimise risks in women of child bearing potential.
- Provide examples of drugs where concurrent contraceptive use is essential and why.
- Identify the main sources of information to guide prescribing in pregnant women or women of child bearing potential.



PRESCRIBING - MANAGING THE RISKS OF PRESCRIBING

Module Title: Prescribing in Breastfeeding

Module Overview:

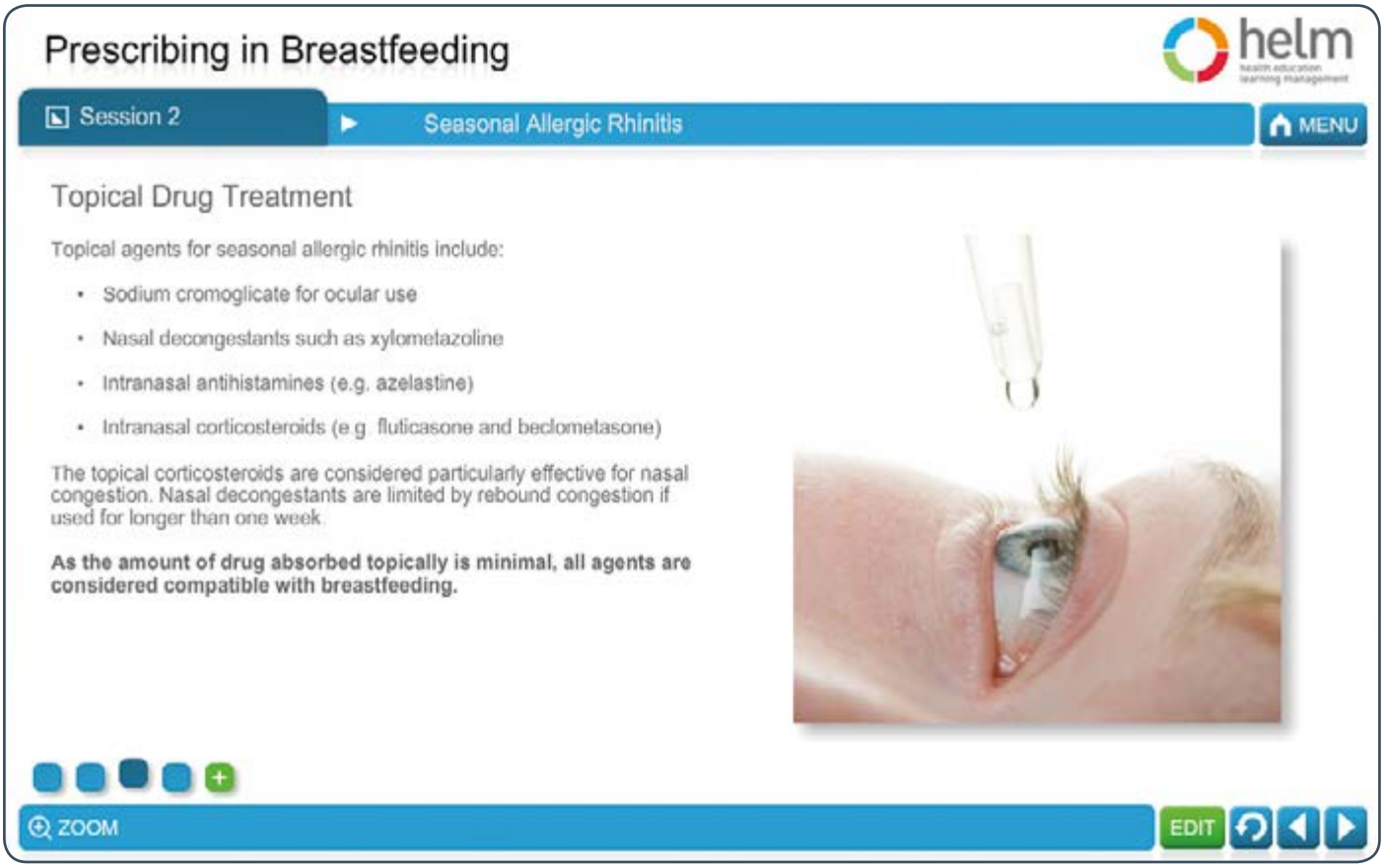
In this module, we will explore the use of drugs in patients who are breastfeeding.

The module includes the general principles of prescribing in breastfeeding patients, the effects of drugs on lactation, the possible effects that a drug may have on the breastfed infant and introduces some useful resources for establishing the safety of drug use during lactation.

Learning Objectives:

By the end of this module you should be able to:

- Discuss the risks and benefits of prescribing in patients who are breastfeeding, considering the gestational age of the infant and both infant and mother's comorbidities.
- Describe the ways in which exposure to drug therapy via breast milk may be minimised.
- List some drugs known to suppress lactation and describe how they may be used therapeutically.
- Identify the sources of advice available to guide your decision-making when prescribing for this group of patients.



PRESCRIBING - MANAGING THE RISKS OF PRESCRIBING

Module Title: Prescribing in Paediatrics

Module Overview:

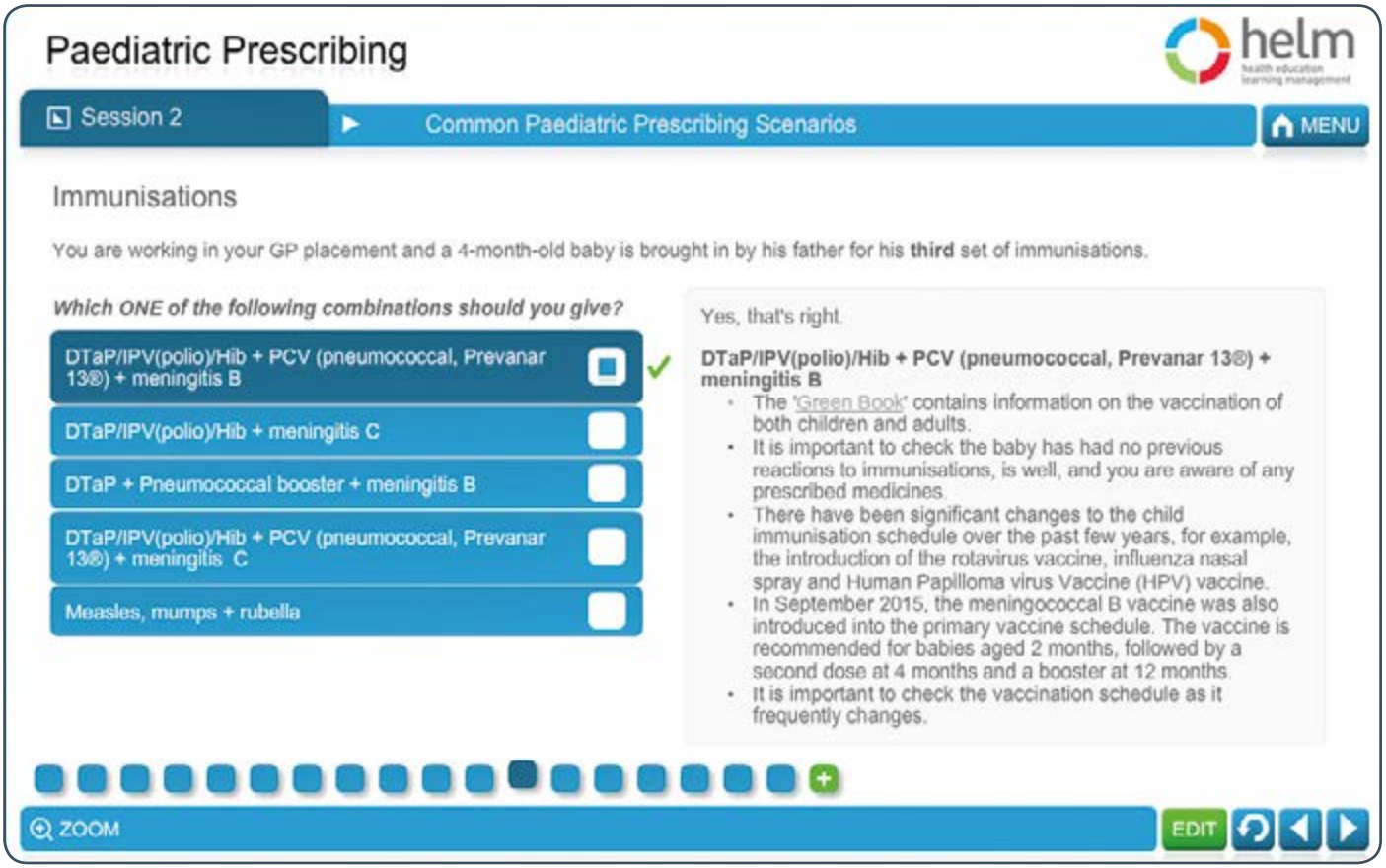
In this module we will explore the differences in drug handling across various age groups and the practicalities of dosing medicines for different ages of children. We will discuss how to avoid medication errors and the special considerations needed in the paediatric population, such as the use of unlicensed and 'off-label' preparations.

We will work through several cases and common prescribing scenarios, which should help you to consolidate the principles you have learned, as well as providing useful practical application of knowledge.

Learning Objectives:

By the end of this module you should be able to:

- Describe how children and neonates handle drugs differently from adults and how this influences prescribing.
- Explain what is meant by unlicensed and off-label prescribing, and provide example of this in paediatrics.
- Discuss why children are more vulnerable to medication errors, and how to avoid them.
- Demonstrate the different ways a dose may need to be calculated, including those based on body weight and Body Surface Area (BSA).
- Calculate maintenance and rehydration fluid requirements for children of all weights and ages.
- Prescribe medicines for children and neonates to manage common complaints and presentations, such as pain.



PRESCRIBING - MANAGING THE RISKS OF PRESCRIBING

Module Title: Dementia Friendly Prescribing

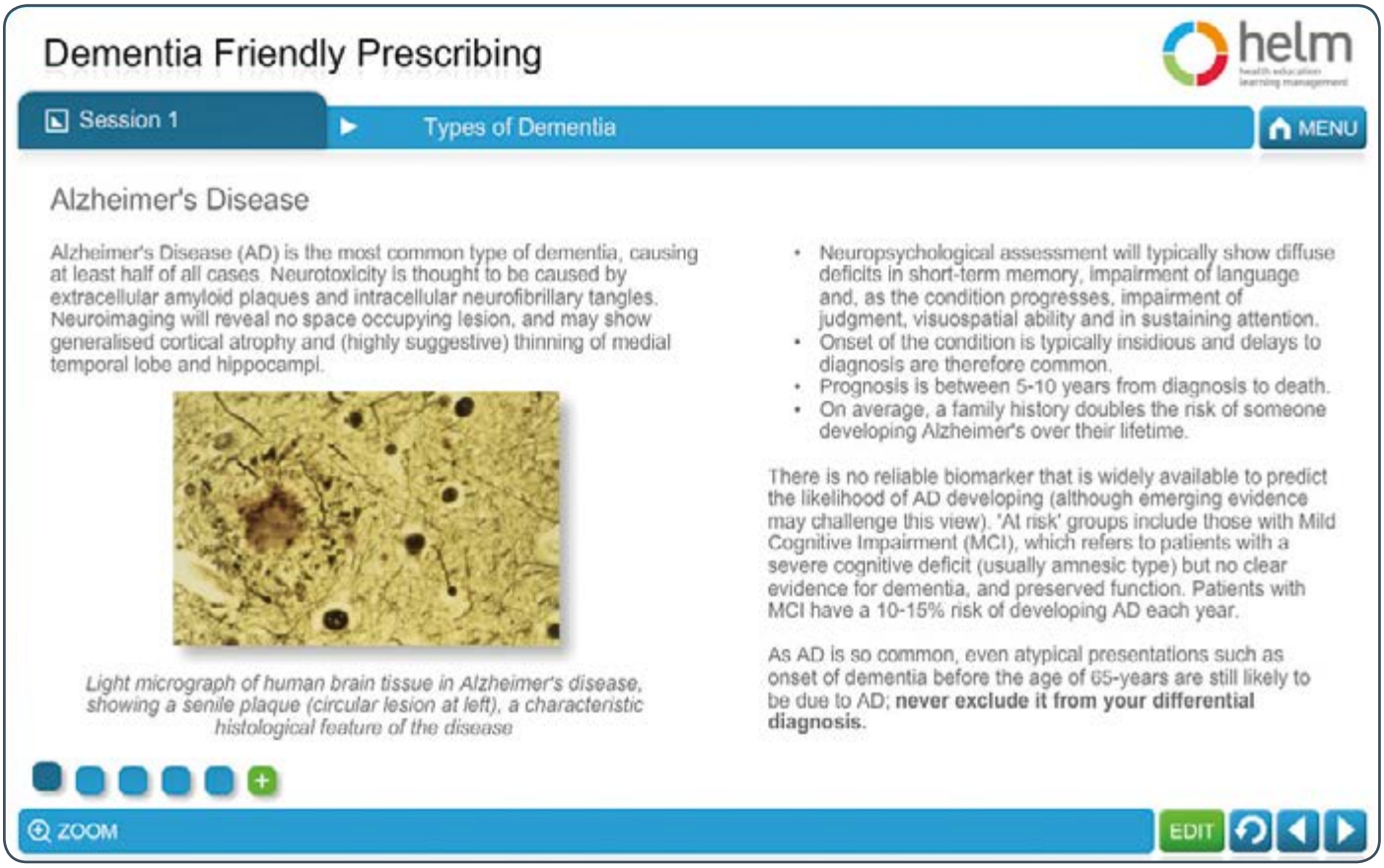
Module Overview:

In this module, we will discuss the different types of dementia, their diagnosis and management. As a prescribing practitioner completing this module, you will have the knowledge and skills needed to safely assess, manage and refer any patient with dementia seen in a secondary care setting.

Learning Objectives:

By the end of this module you should be able to:

- Describe the common presentations and causes of dementia.
- Describe how to assess a patient for suspected dementia, and know which investigations are relevant.
- Identify which patients require referral to specialist services, and what these services will offer.
- Describe rational treatment choices to slow the progression of dementia, including NICE guidance on when these treatments should be prescribed.
- Choose suitable treatments for the behavioural and psychological symptoms of dementia (BPSD), including assessing the risk of the harm and benefit of antipsychotic use.



Module Title: Respiratory Medicine

Module Overview:

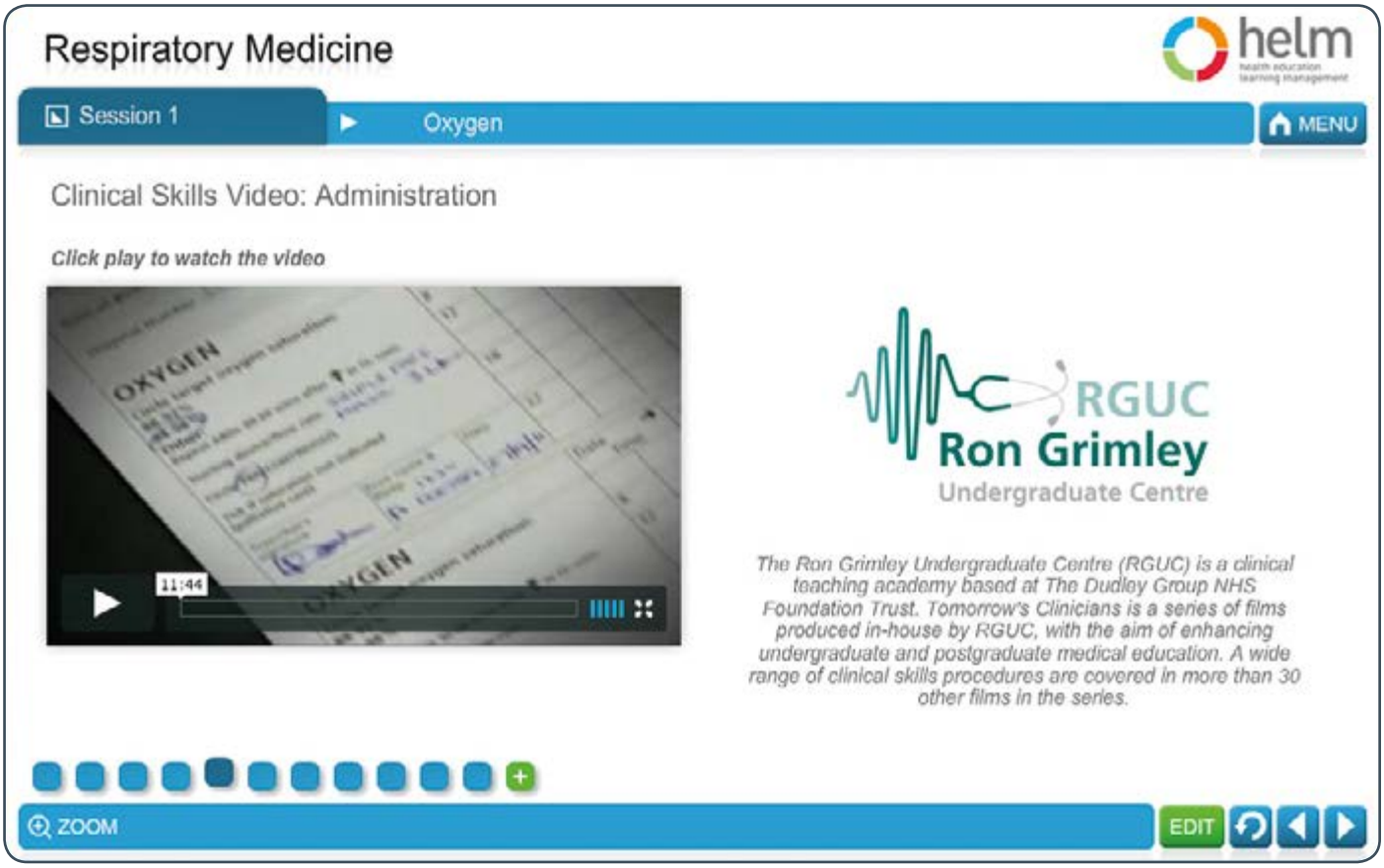
In this module we will discuss the management of asthma and COPD, as well as the issues surrounding the prescribing of oxygen and devices for inhaled drug therapy.

It will be of particular value to prescribers commencing or undertaking a medical, Emergency Department, or general practice rotation.

Learning Objectives:

By the end of this module you should be able to:

- Prescribe oxygen, safely in both the acute and long-term settings.
- Counsel patients about the options available for smoking cessation and prescribe appropriate nicotine replacement therapy.
- Describe the different devices available for delivering inhaled therapy, and be able to choose the most suitable device for your patient.
- Manage both acute and chronic COPD and asthma.
- Choose appropriate management strategies for patients with common respiratory infections.



Module Title: Diabetes

Module Overview:

In this module we will consider the use of medicines in the management of common psychiatric disorders occurring in conjunction with a physical illness or presenting with physical symptoms. We will also address the management of severe behavioural disturbances in a person presenting to an Emergency Department.

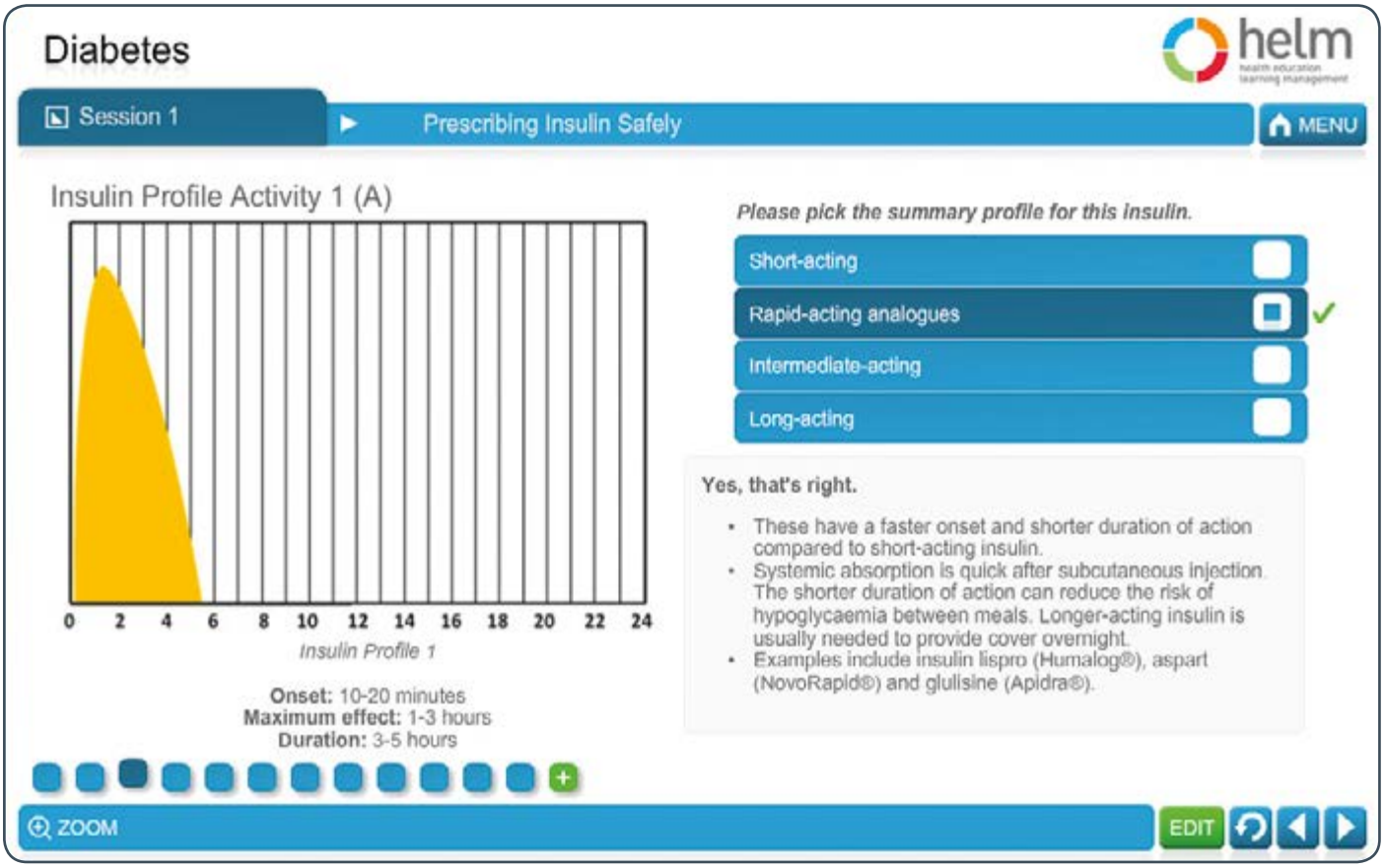
We aim to provide the knowledge required to manage common mental illnesses and understand how the Mental Health and Mental Capacity Acts impact on the prescribing and administration of medicines.

Note that some medicines are considered under more than one indication in this module. To avoid repetition it is important to be aware that adverse effects, discontinuation symptoms, interactions and suicide risk apply regardless of what the medicine is prescribed for.

Learning Objectives:

By the end of this module you should be able to:

- Assess and treat depression in a person suffering from a chronic physical illness.
- Explain the place in therapy, major adverse effects and interactions of key antidepressants.
- Discuss what the available options are for the treatment of anxiety.
- Discuss what the most effective interventions are for insomnia.
- Describe the aims of Rapid Tranquilisation (RT) together with the various treatment options available.
- Offer your patient choice; explain the risks of abrupt antidepressant withdrawal and benzodiazepine dependence.
- Emphasise the importance of good adherence in preventing relapse, together with the need for physical health monitoring where appropriate in severe mental illness.
- Have an appreciation of clozapine for Treatment Resistant Schizophrenia (TRS).



Module Title: Psychiatric Symptom Management

Module Overview:

In this module we will consider the use of medicines in the management of common psychiatric disorders occurring in conjunction with a physical illness or presenting with physical symptoms. We will also address the management of severe behavioural disturbances in a person presenting to an Emergency Department.

We aim to provide the knowledge required to manage common mental illnesses and understand how the Mental Health and Mental Capacity Acts impact on the prescribing and administration of medicines.

Note that some medicines are considered under more than one indication in this module. To avoid repetition it is important to be aware that adverse effects, discontinuation symptoms, interactions and suicide risk apply regardless of what the medicine is prescribed for.

Learning Objectives:

By the end of this module you should be able to:

- Assess and treat depression in a person suffering from a chronic physical illness.
- Explain the place in therapy, major adverse effects and interactions of key antidepressants.
- Discuss what the available options are for the treatment of anxiety.
- Discuss what the most effective interventions are for insomnia.
- Describe the aims of Rapid Tranquilisation (RT) together with the various treatment options available.
- Offer your patient choice; explain the risks of abrupt antidepressant withdrawal and benzodiazepine dependence.
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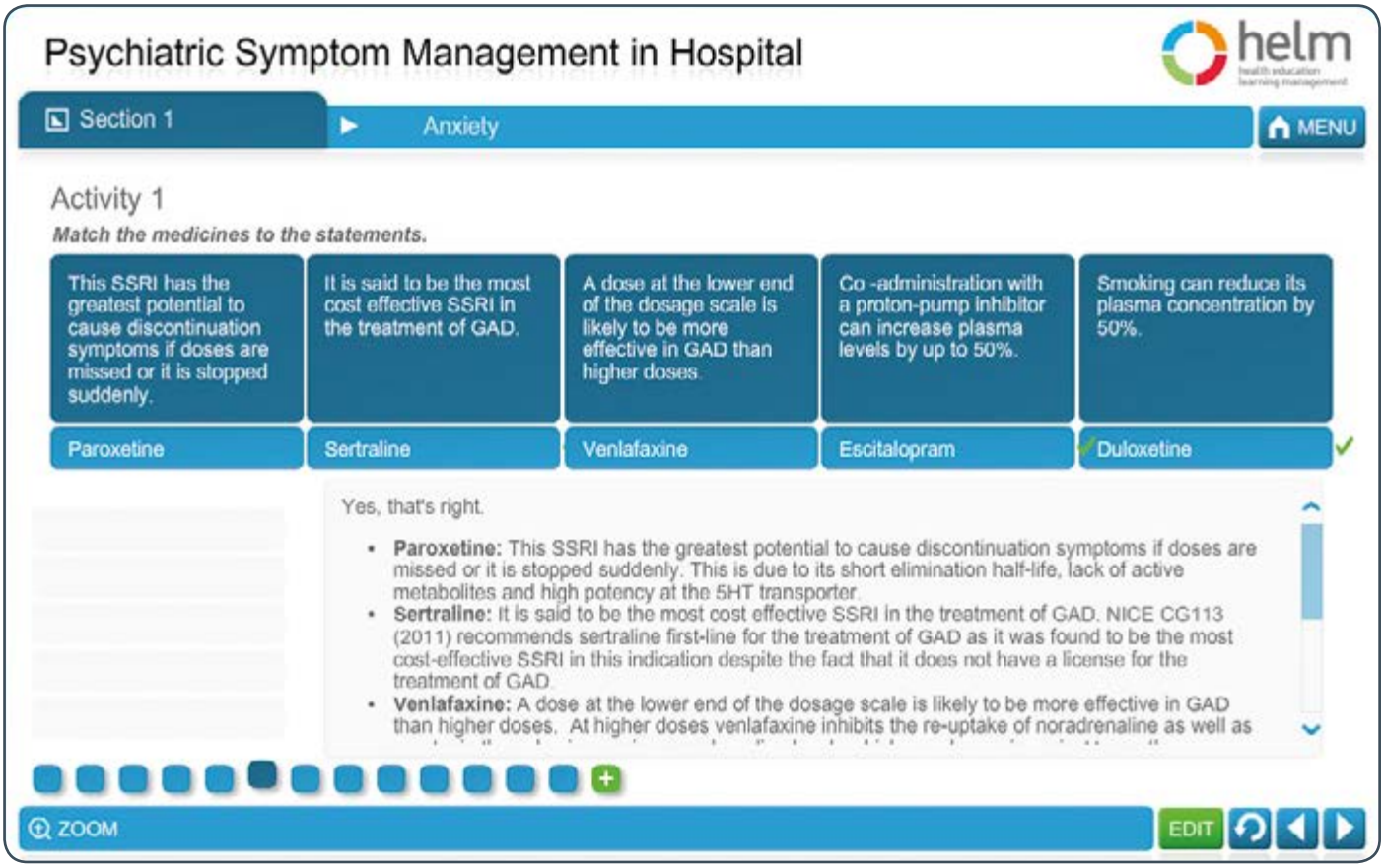
- Have an appreciation of clozapine for Treatment Resistant Schizophrenia (TRS).



Module Title: Anticoagulation

Module Overview:

In this module we will discuss the prescribing of oral and parenteral anticoagulation therapy.

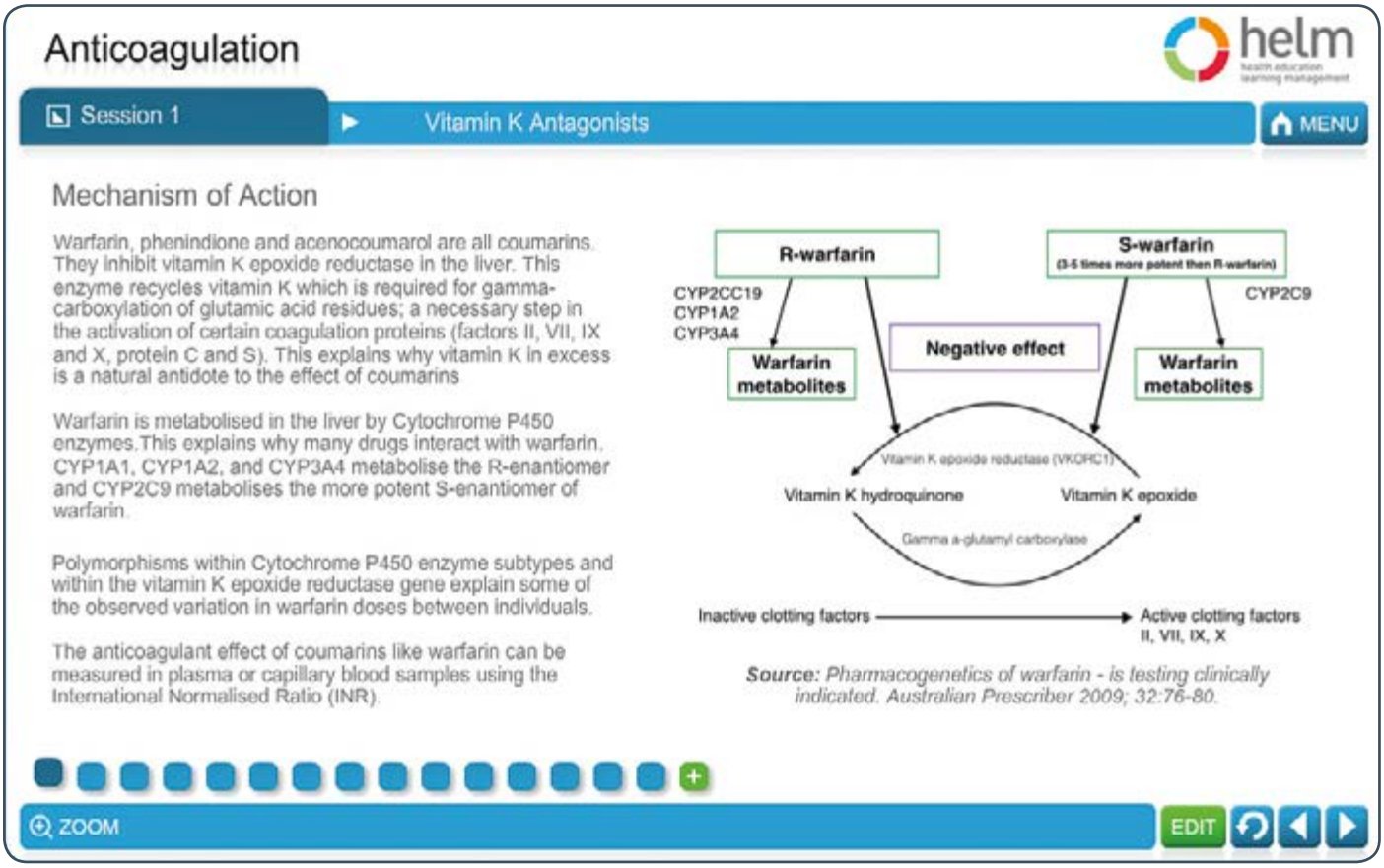
We will consider the indications and contraindications to treatment, the recommended dosing regimens, and monitoring requirements.

With the introduction of Direct Oral Anticoagulants (DOACs) in 2008, there has been a rapid change in prescribing practice for oral anticoagulation. This highlights the importance of keeping up-to-date to minimise the risk of harm to your patients.

Learning Objectives:

By the end of this module you should be able to:

- Describe the basic pharmacology of Vitamin K Antagonists (VKAs), Direct Oral Anticoagulants (DOACs), unfractionated heparin and Low Molecular Weight Heparins (LMWHs).
- ADiscuss the indications for treatment, the recommended dosing regimens and duration of treatment for each.
- AList the cautions and contraindications of therapy and appreciate the need to balance benefit with the risk of harm.
- ADiscuss the potential complications of therapy.
- ADescribe the monitoring requirements.
- AList some common drug-drug interactions.
- ACounsel patients prescribed an anticoagulant in order to support adherence and minimise the risk of harm.
- ADescribe role of the anticoagulant clinic and how information should be communicated at transitions of care.



Module Title: Infection in Secondary Care

Module Overview:

In this module we will show you how to prescribe safely and appropriately for commonly encountered infections in secondary care. We will discuss how to assess the severity of infection so you can initiate appropriate management.

This module will be relevant throughout your career as a prescriber.

Learning Objectives:

By the end of this module you should be able to:

- Select the most appropriate drug, dose, route and duration of treatment for commonly encountered infections in secondary care.
- Describe which antibacterials are contraindicated in patients who are pregnant or breastfeeding, or who have hepatic or renal dysfunction.
- Recall the common drug-drug interactions encountered when prescribing in infection.
- Explain when to consult senior clinical advice (e.g. Microbiology).
- Explain how and why to monitor and review treatment.
- Describe where to look for information regarding the safe and effective management of infection, both locally and nationally.

Module Title: Management of Pain

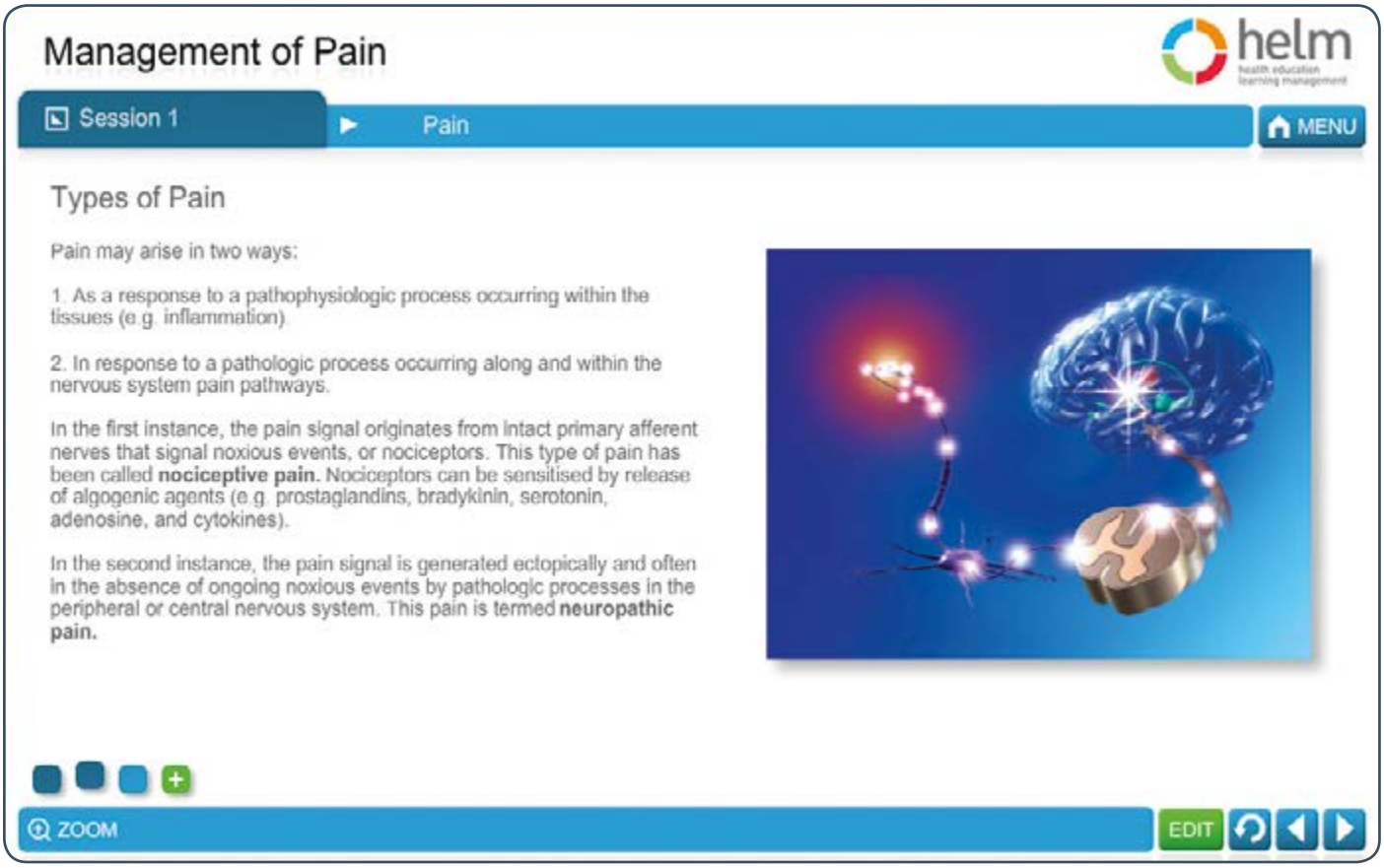
Module Overview:

In this module, we will provide an overview of the management of acute and chronic pain. Pharmacological treatment with analgesics will be considered together with non-pharmacological approaches. Owing to the complex nature of pain some patients will require specialist input. It is important you know when to refer a patient, or when to contact the pain team for specialist advice.

Learning Objectives:

By the end of this module you should be able to:

- Describe how the WHO Pain ladder assists in rational prescribing of analgesic therapy for both acute and chronic pain.
- Explain the risks associated with paracetamol and NSAIDs, and how these may be minimised.
- Identify weak opioid analgesics and when they are appropriate for use.
- Identify strong opioid analgesics, and how to minimise the risks when switching between different opioid analgesics and titrating doses to meet individual patient requirements.
- Describe the indications and cautions of Patient Controlled Analgesia (PCA).
- Recall the stepwise management of neuropathic pain, and understand when a referral to the Specialist Pain Team is necessary.
- Describe the use of local anaesthetics in secondary care setting, and how to recognise and manage toxicity.
- Identify patients with complex analgesic requirements where input may be required from specialist teams.



Module Title: Heart Failure

Module Overview:

In this module, we will discuss the pharmacological management of heart failure. With reference to national guidelines, we will consider the cautions and contraindications of treatment, the adverse effects of treatments and how you can minimise the risk of harm to your patients.

Learning Objectives:

By the end of this module you should be able to:

- With reference to national and international guidelines, discuss the pharmacological management of heart failure.
- Discuss how a patient's pharmacological management can be optimised to achieve both symptomatic and prognostic benefits and how these treatments can be monitored to reduce the risk of adverse effects.
- Describe the cautions and contraindications of treatment regimens in patients with comorbidities.
- Discuss the increased potential for drug-drug interactions in this patient group, and recall some of the common interactions.

Module Title: Cardiac Dysrhythmias

Module Overview:

In this module we will discuss the management of cardiac dysrhythmias in the secondary care setting. Pharmacological treatment options will be discussed for both the acute and long-term management of arrhythmias, and the importance of stroke risk stratification in patients with Atrial Fibrillation (AF).

Learning Objectives:

By the end of this module you should be able to:

- Describe the common arrhythmias that are likely to present to secondary care.
- Recall cardiovascular physiology relevant to arrhythmia management.
- Discuss the principles of managing brady- and tachyarrhythmias.
- Recall the evidence-base for the management of common arrhythmias, and where best to find this evidence.
- Describe the pharmacological agents used in the management of different arrhythmias and know their cautions and contraindications for use.
- Describe how to reduce the risk of thromboembolic events in patients with AF and the importance of balancing this with the risk of bleeding.

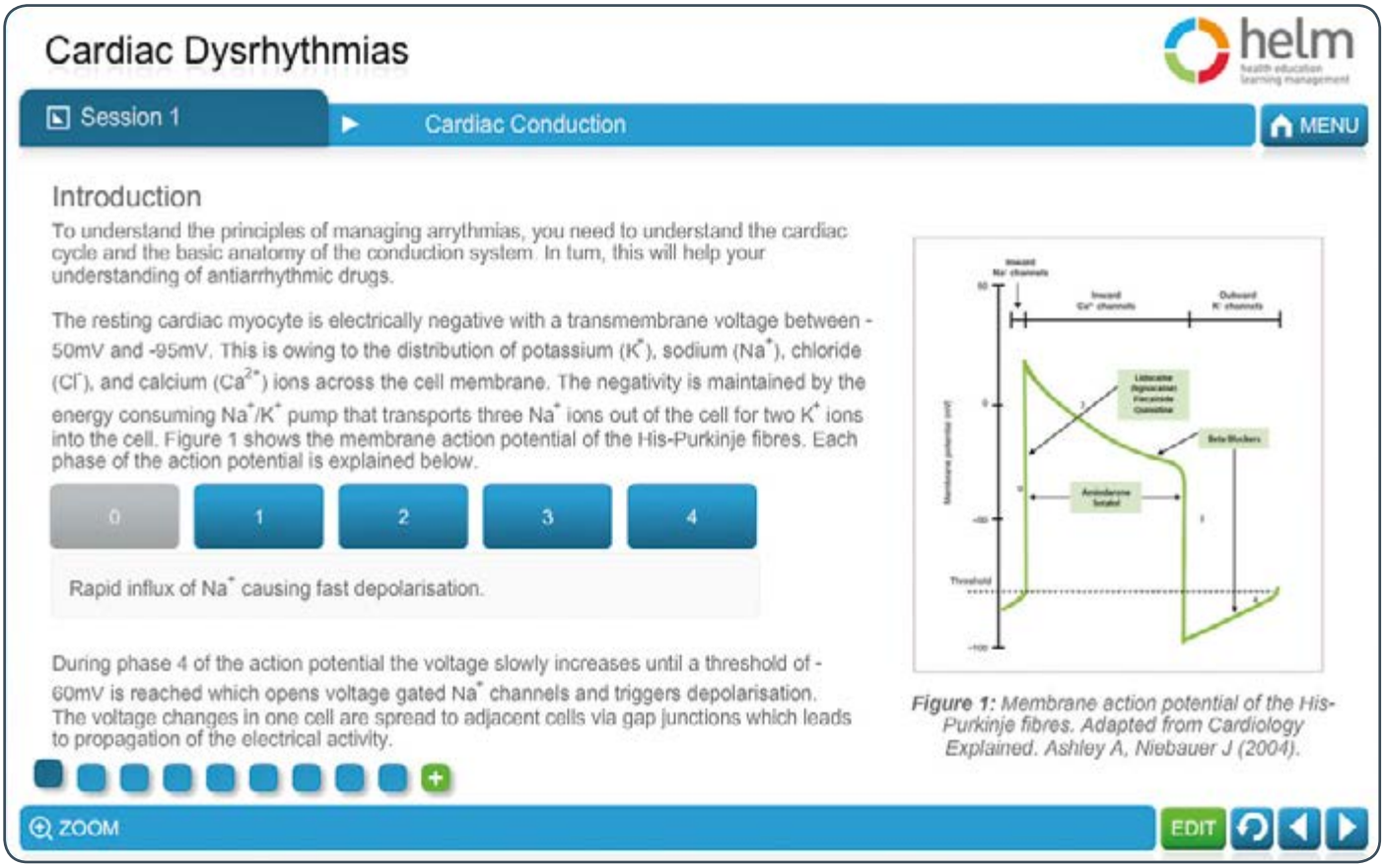


Figure 1: Membrane action potential of the His-Purkinje fibres. Adapted from Cardiology Explained. Ashley A, Niebauer J (2004).

PRESCRIBING - THERAPEUTIC GROUPS

Module Title: Epilepsy

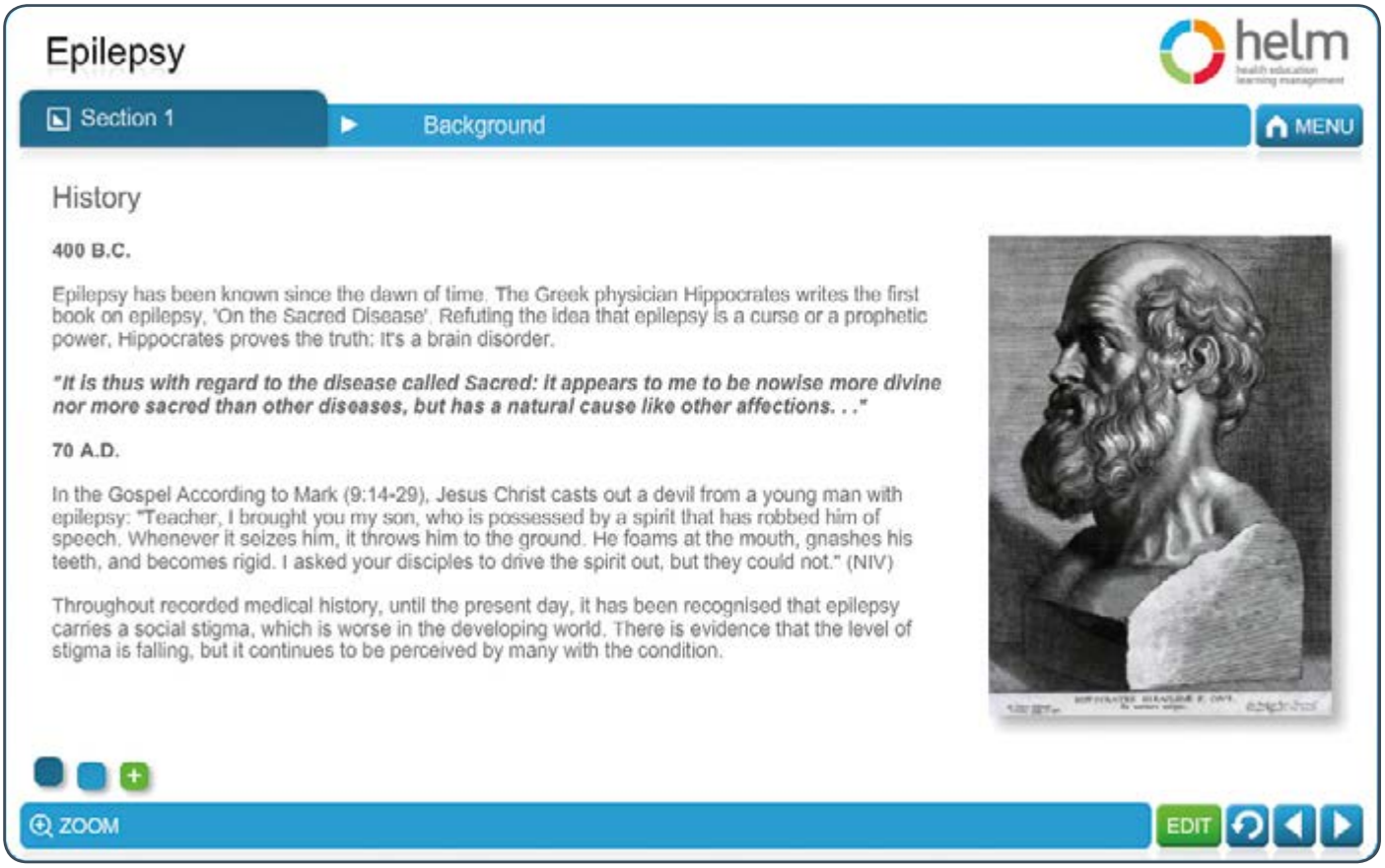
Module Overview:

In this module we will explore the pharmacological management of both epilepsy and status epilepticus. The factors affecting the choice of antiepileptic drug (AED) treatment will be considered, along with how the risk of harm from such treatments can be minimised.

Learning Objectives:

By the end of this module you should be able to:

- Discuss the aims and objectives of drug treatment in the long-term management of epilepsy.
- Discuss the factors governing the choice of AED treatment including the adverse effects associated with them.
- Describe the management options of epilepsy in women of child-bearing potential and during pregnancy.
- Describe some of the common drug-drug interactions associated with AEDs.
- Discuss the role of Therapeutic Drug Monitoring (TDM) for AEDs.
- Describe the pharmacological management of status epilepticus in secondary care, and the monitoring requirements following the administration of drug treatment.



Module Title: Drugs of Misuse

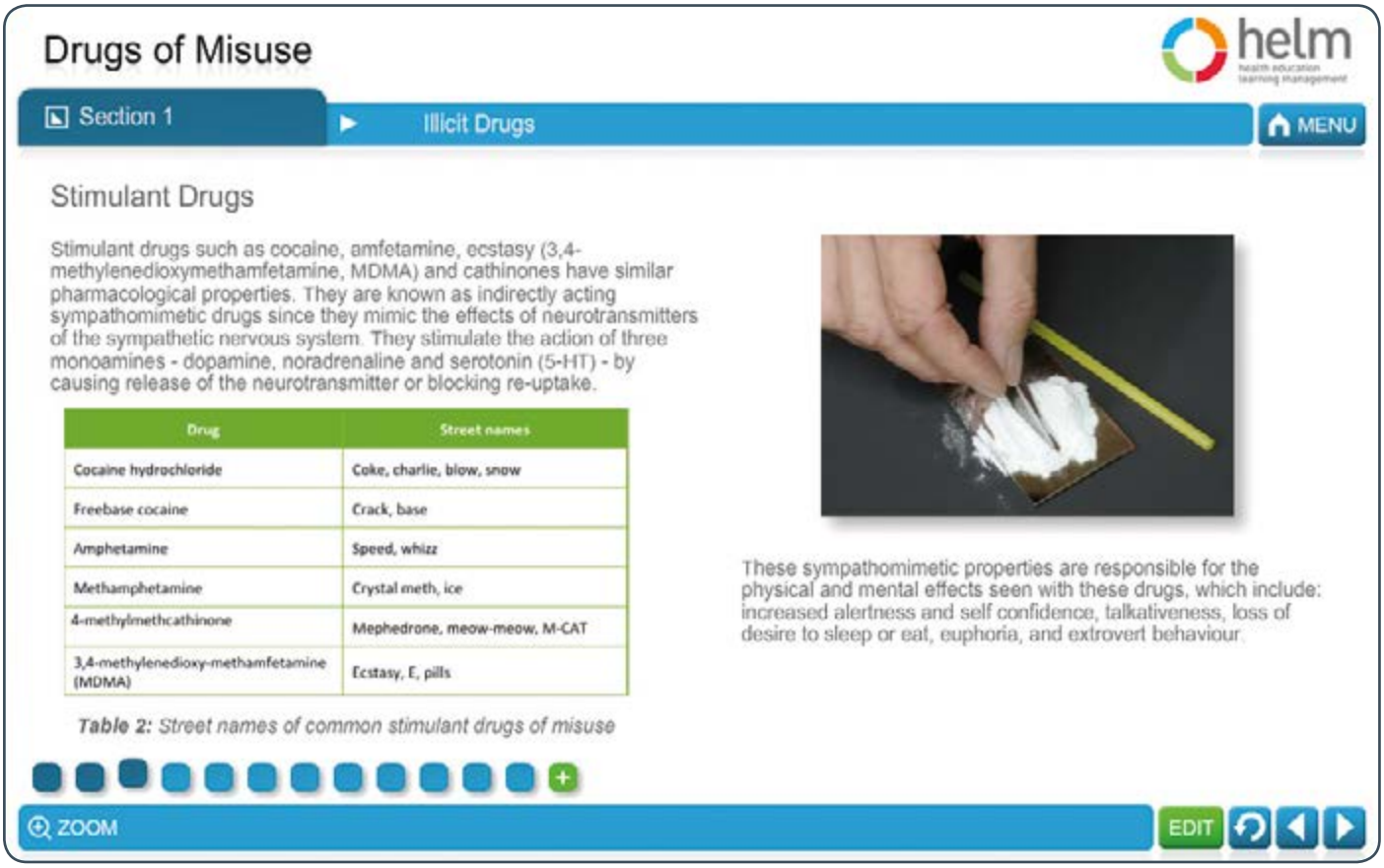
Module Overview:

In this module we will explore the main issues surrounding the misuse of drugs, both legal and illegal. We will discuss both the acute presentation of drug intoxication and withdrawal, and the chronic problems associated with drug and alcohol dependence.

Learning Objectives:

By the end of this module you should be able to:

- List common legal and illegal substances of abuse.
- Discuss the impact of drug abuse on mental and physical health.
- Describe the pharmacological mechanisms of dependence and withdrawal.
- List both the psychological and physical signs and symptoms of dependence and withdrawal.
- Discuss pharmacological interventions for the management of substance misuse.
- Discuss non-pharmacological interventions for the management of substance misuse.
- Refer the patient for appropriate support and follow-up.



PRESCRIBING - THERAPEUTIC GROUPS

Module Title: Rational Drug Choice

Module Overview:

In this module we will discuss evidence-based medicine and how it should be used to help you make rational therapeutic decisions.

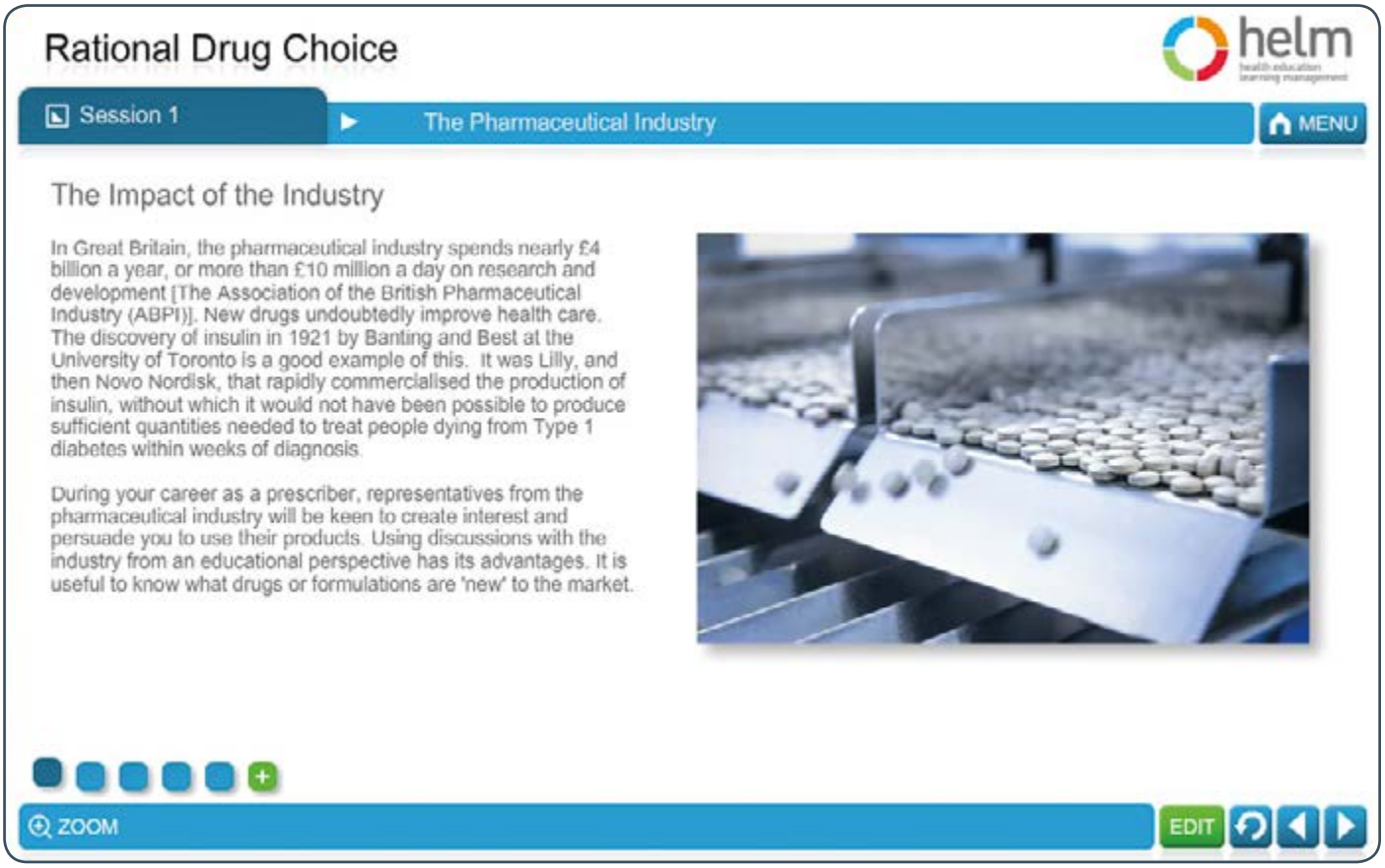
Evidence-based medicine is about how information - for example, from clinical trials - is interpreted and used to ensure your patients receive the most appropriate and effective treatment.

Evidence-based medicine can improve patient outcomes, reduce variations in care and ensure NHS resources are managed effectively.

Learning Objectives:

By the end of this module you should be able to:

- Describe the need for evidence-based practice.
- Explain how it can improve patient safety and outcomes.
- Describe the principles of evidence-based medicine and levels of evidence.
- Explain the difference between Relative Risk Reduction (RRR) and Absolute Risk Reduction (ARR).
- Define and be able to calculate the Number Needed to Treat (NNT).
- Determine if a trial is statistically significant, using P-values and confidence intervals.
- Describe the principles of critical appraisal, and the tools required to review industry advertising critically.
- Seek appropriate evidence and interpret it effectively to aid prescribing decisions.
- Describe how evidence-based medicine is crucial in the development of healthcare policies, protocols and Trust formularies.
- Describe the role of clinical audit and the stages involved.



Module Title: Ethnics and Consent

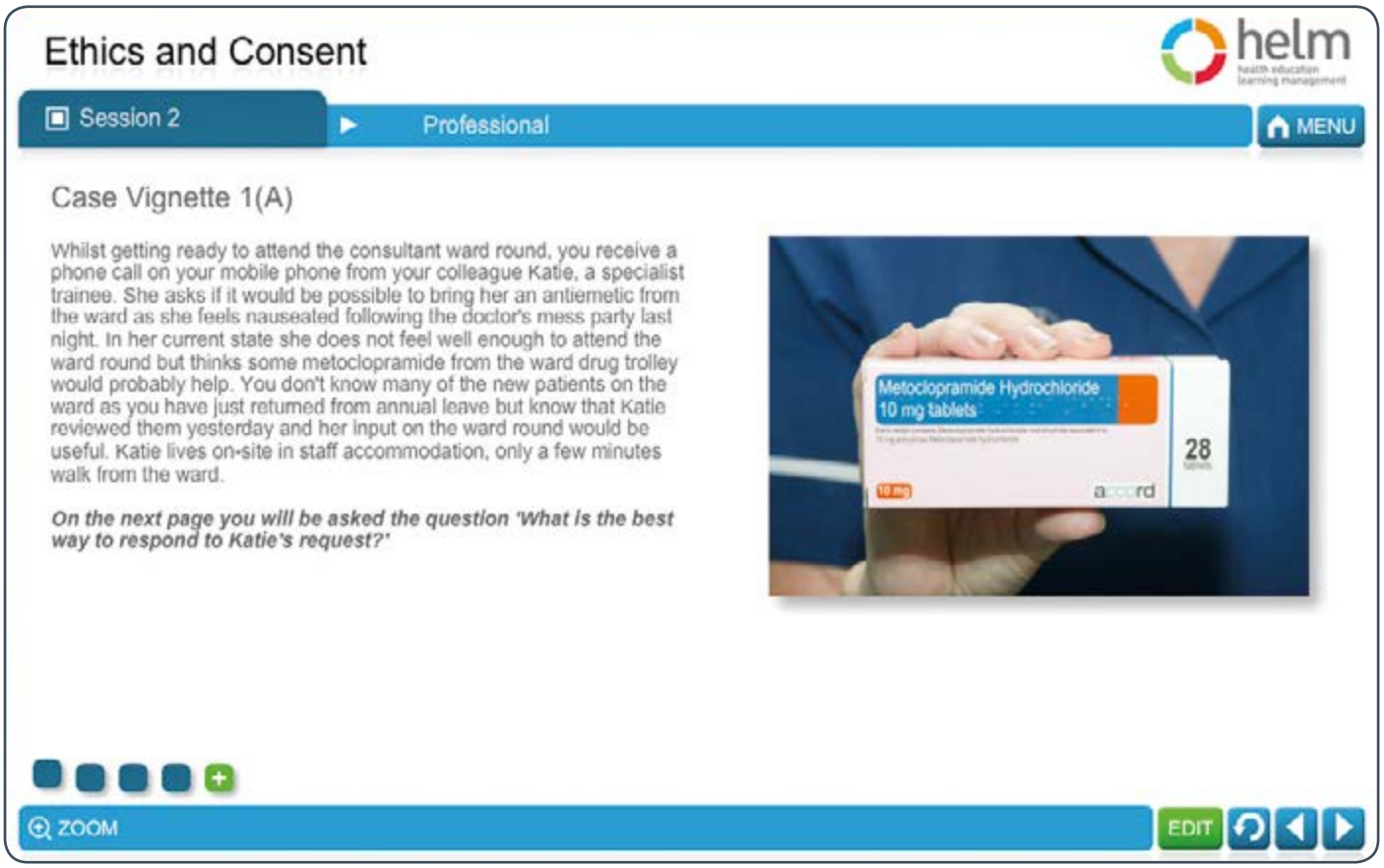
Module Overview:

In this module you will be presented with a number of case vignettes that contain ethical dilemmas surrounding prescribing and consent for treatment in adults. Each case will ask you to consider your actions to resolve the situation, and provide feedback on how they should be approached.

Learning Objectives:

By the end of this module you should be able to:

- Discuss the principles and processes of gaining consent for adult patients.
- Describe the process of assessing capacity and how it is affected by the Mental Capacity Act 2005.
- Understand how the principles of consent may differ depending on the circumstances.
- Recall the GMC guidance on ethical issues and consent.



Module Title: Root Cause Analysis

Module Overview:

Patient safety incidents provide a warning that a system may have fatal flaws. In this module we will discuss how the principles of Root Cause Analysis (RCA) are used both locally and nationally to identify the causes of incidents, and to implement changes to improve patient safety.

Learning Objectives:

By the end of this module you should be able to:

- Understand the importance of 'being open' when a patient safety incident occurs.
- Discuss the tools used in the Root Cause Analysis (RCA) of incidents.
- Understand how the tools for RCA help identify ways of improving patient safety.

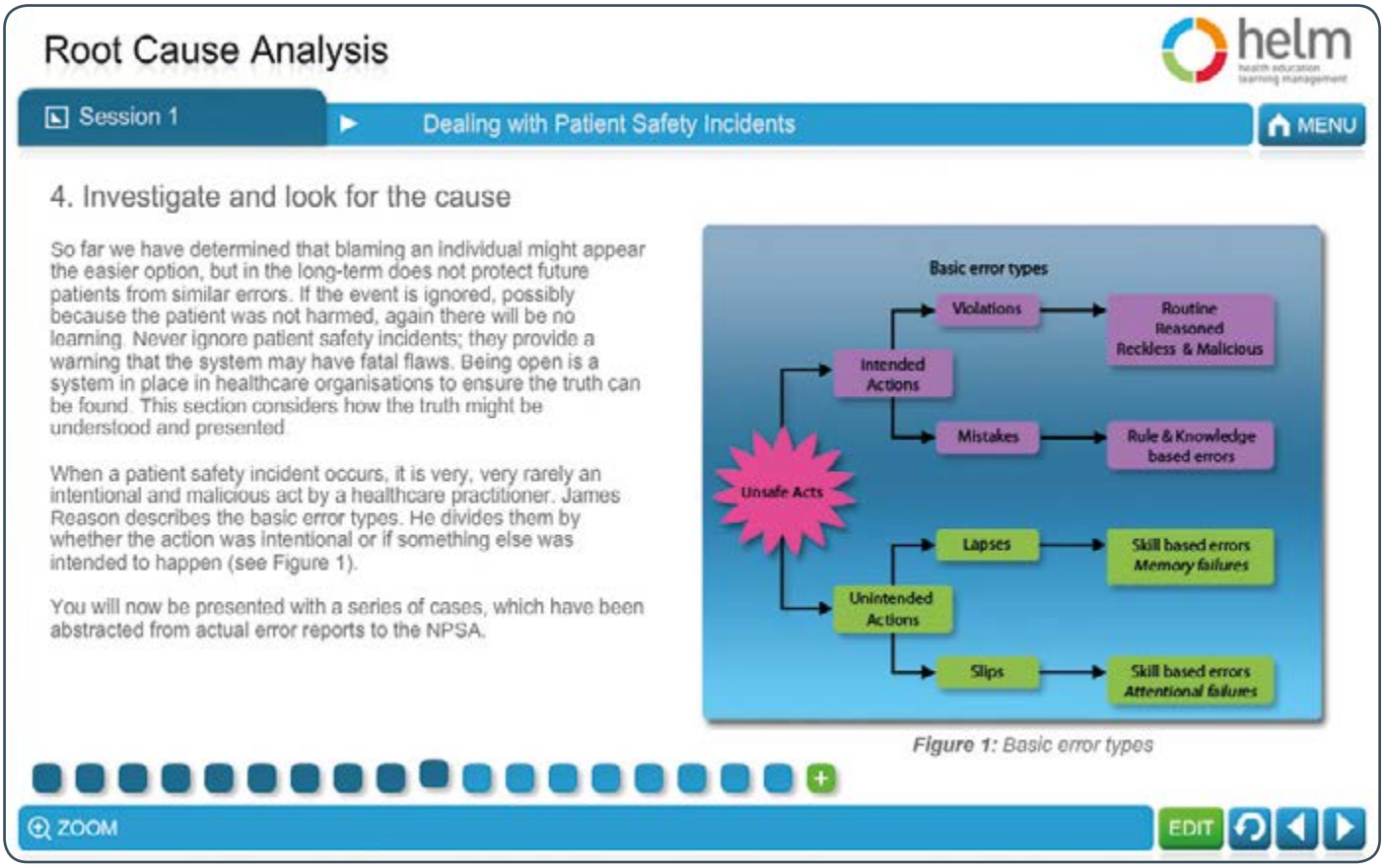


Figure 1: Basic error types

Module Title: Prescribing at the Interface & Team Prescribing

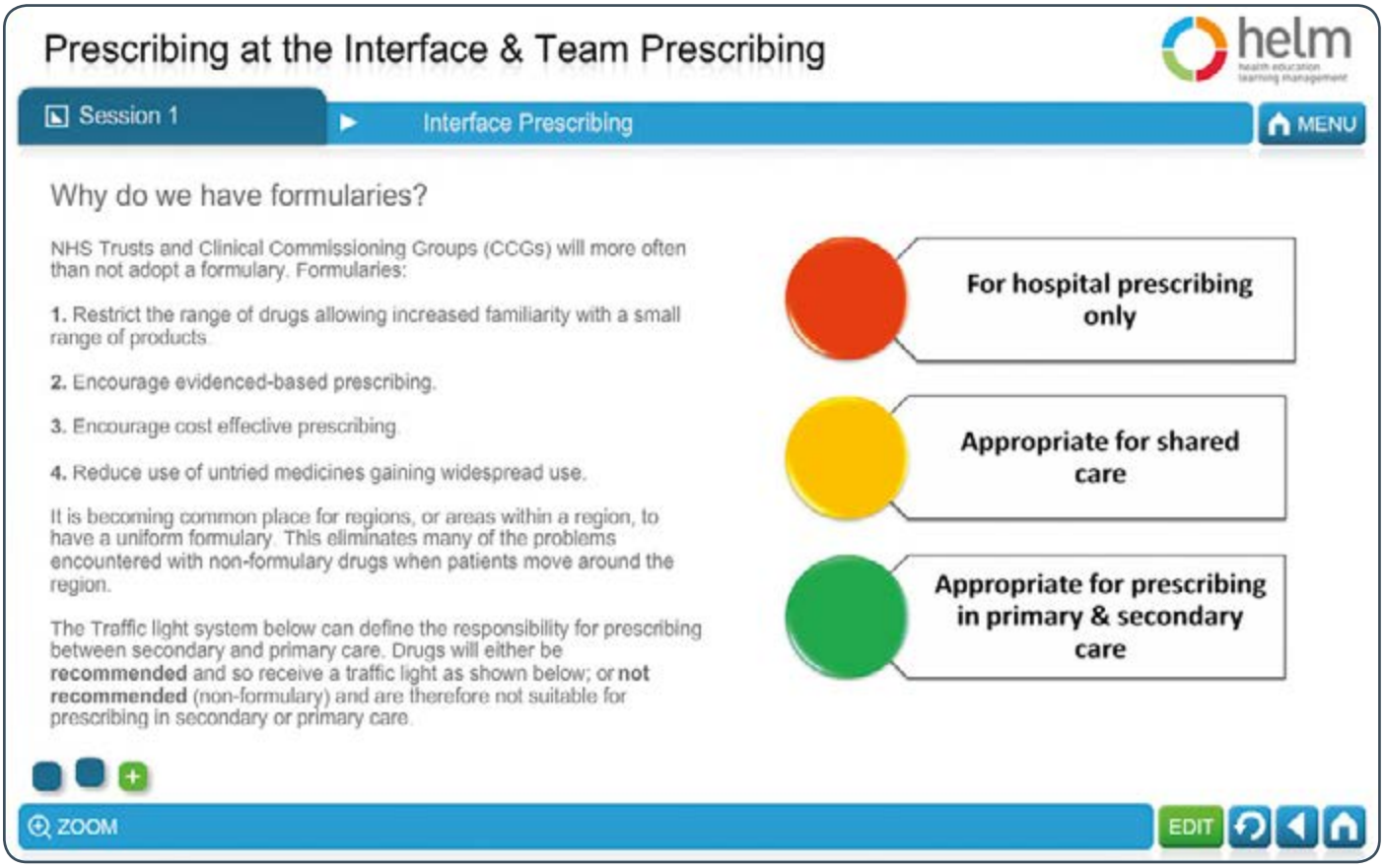
Module Overview:

In this module, we will discuss the importance of communication within the healthcare sector, and how this contributes to the effective management and monitoring of patient care. In an ever changing healthcare system, we will discuss the role of Non-Medical Prescribers (NMPs) and Effective Shared Care Agreements (ESCAs).

Learning Objectives:

By the end of this module you should be able to:

- Explain the aims and objectives of Effective Shared Care Agreements and when and why they may be necessary.
- Describe the role of the Independent Prescriber (IP) and how their role relates to that of a medical practitioner.
- Describe the role of the Supplementary Prescriber (SP) and how their role relates to that of a medical practitioner.
- Describe the function of Patient Group Directions (PGDs).



Module Title: Managing Complications of Anticancer Therapy

Module Overview:

In this module, we will highlight the basic principles of Systemic Anticancer Therapy (SACT), the appropriate management of patients presenting with complications of treatment, as well as those caused by the underlying malignancy.

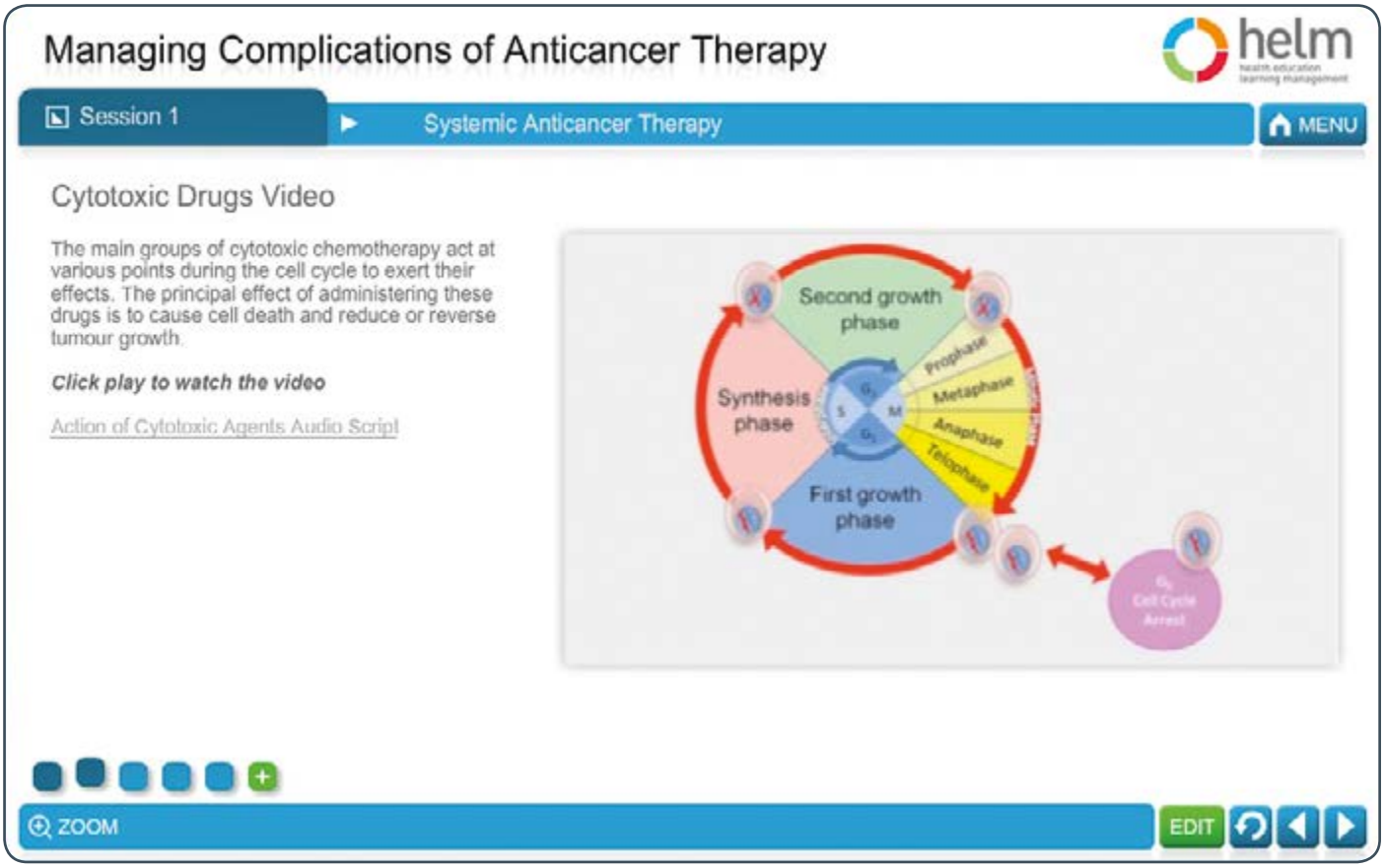
We will explore modern systemic anticancer therapy and the importance of safe, rational prescribing.

This module will be of particular value to doctors currently in or about to undertake their haematology/ oncology rotation. It may also supplement the training of non-medical prescribers who will be working in this field, or for prescribers working in areas that deal with the emergency treatment of chemotherapy-induced toxicity.

Learning Objectives:

By the end of this module you should be able to:

- Describe the differences between the main groups of Systemic Anticancer Therapies (SACT).
- Explain the aims of SACT - maintaining the balance between maximised effect and minimised risk.
- Identify and formulate initial treatment plans for common oncological emergencies.
- Identify adverse effects of SACT and formulate simple treatment plans to deal with these complications.
- Know that only those practitioners who are identified on the local intrathecal register may be involved in any process surrounding the prescribing, supply and administration of intrathecal chemotherapy.



Module Title: Palliative and End-of-Life Care

Module Overview:

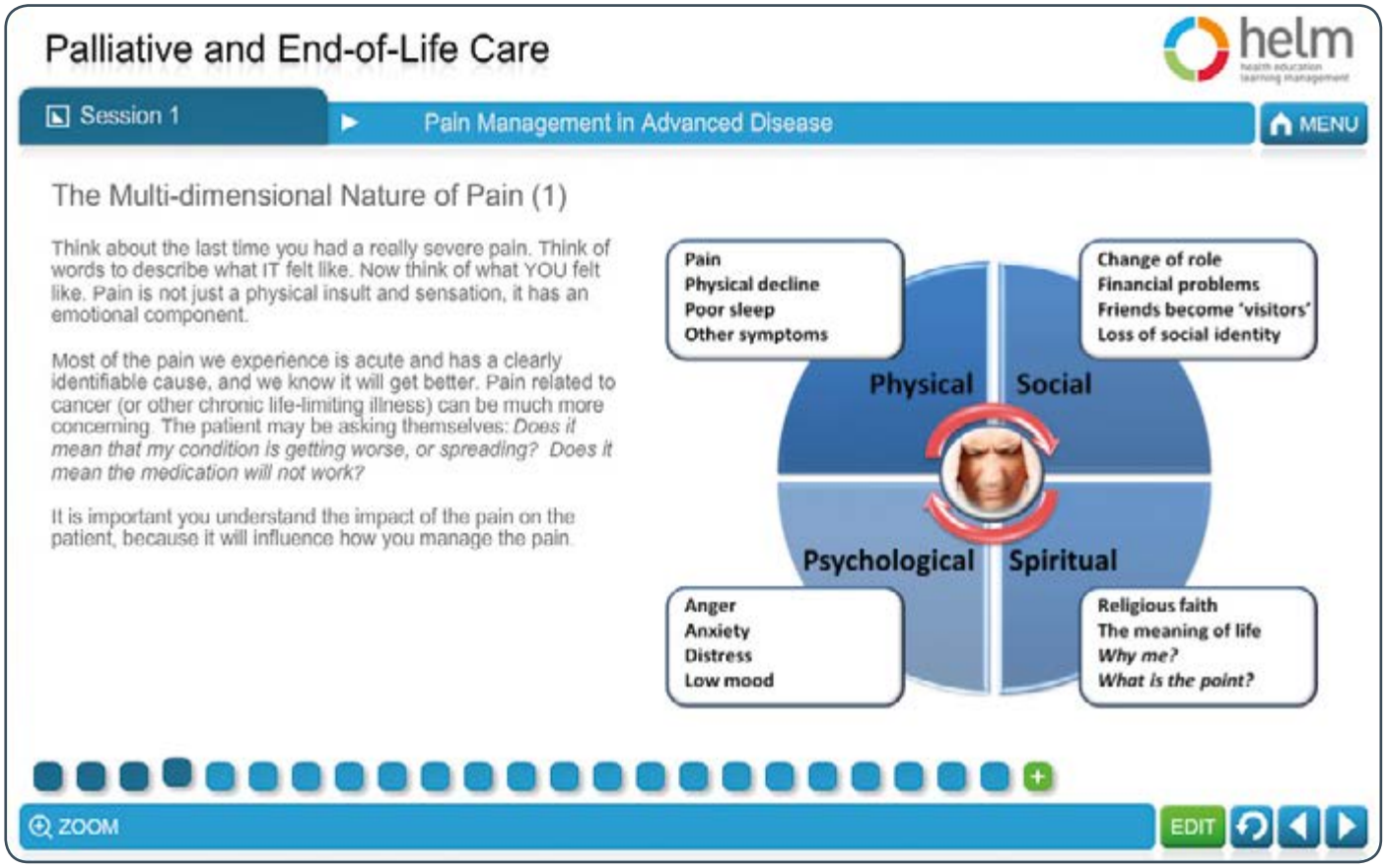
In this module we will explore the prescribing issues in caring for patients with advanced disease and those that are dying.

We will discuss the management of pain in providing palliative care to patients so you can prescribe opioids safely and effectively. The management of nausea and vomiting, and those symptoms that commonly arise in the last days of a patient's life will also be discussed. We will also focus on the importance of shared decision-making with the patient and their family and within the multidisciplinary team.

Learning Objectives:

By the end of this module you should be able to:

- Describe the principles of palliative care.
- Discuss the importance of shared decision-making in providing palliative care to patients, taking into account the priorities of the individual and their close family.
- Describe the principles of pain management in palliative care, including breakthrough pain.
- Know how to commence morphine for a patient in chronic pain and how to alter the dose safely.
- Appreciate how a change in the route of administration can affect dose, and identify when dose conversion is necessary.
- Understand when to give a drug by continuous subcutaneous infusion using a syringe driver.
- Explain which drugs can be given by subcutaneous infusion using a syringe driver, and where to find information about compatibilities.
- Describe the pharmacological options available to provide comfort and well-being for the symptomatic relief of nausea and vomiting, terminal restlessness and agitation, respiratory secretions, and breathlessness.



CARE CERTIFICATE

Module Title: Standard 1: Understand Your Role

Module Overview:

Your role will have a job description. This tells you what your main duties and responsibilities are and who you report to. Ask your employer for a copy if you do not have it. You should know what is expected of you but also what is not included in your role.

It will be almost impossible for a job description to list every task you will do but it should give you a good overall picture of your role.

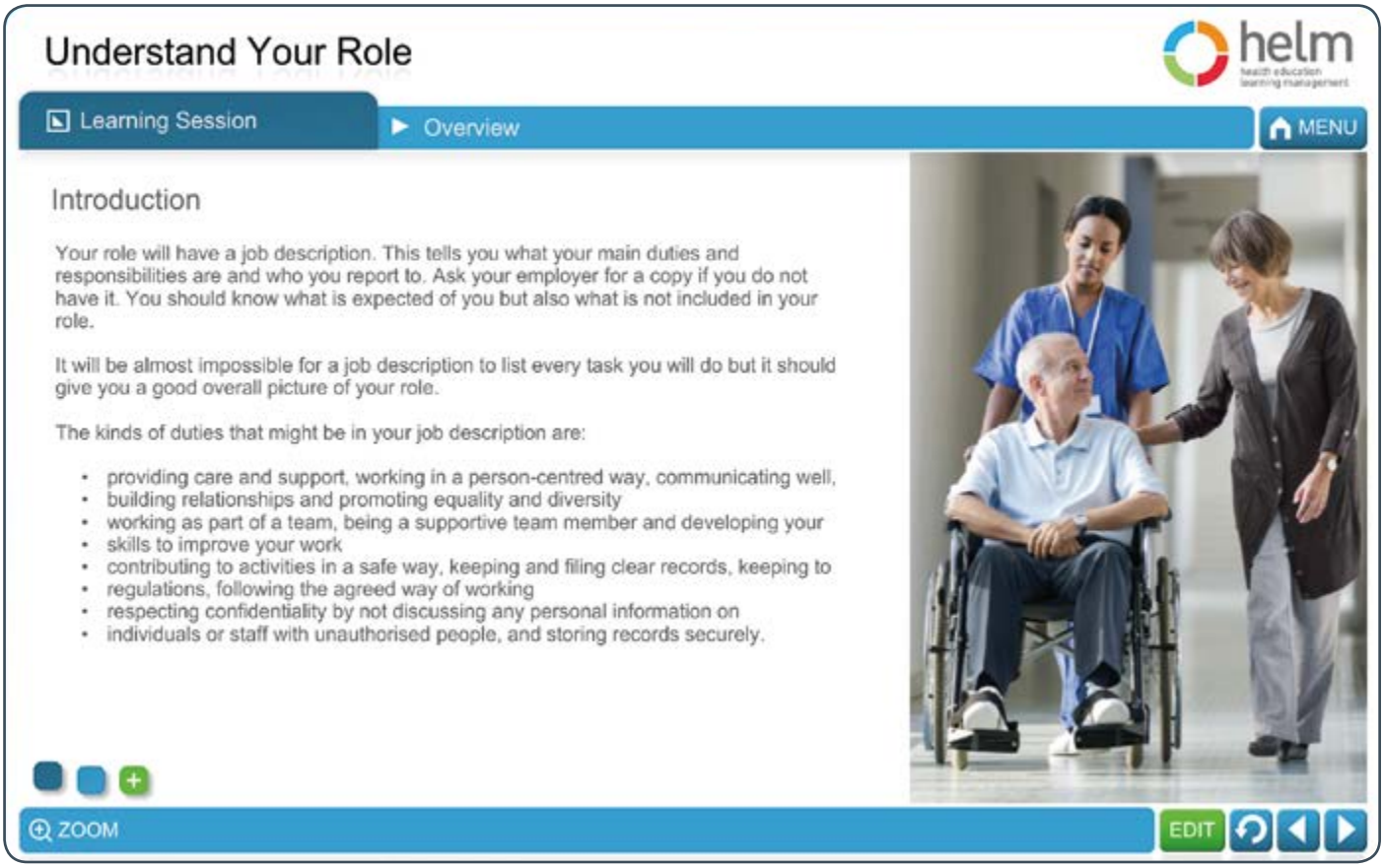
The kinds of duties that might be in your job description are:

- providing care and support, working in a person-centred way, communicating well,
- building relationships and promoting equality and diversity
- working as part of a team, being a supportive team member and developing your
- skills to improve your work
- contributing to activities in a safe way, keeping and filing clear records, keeping to
- regulations, following the agreed way of working
- respecting confidentiality by not discussing any personal information on
- individuals or staff with unauthorised people, and storing records securely.

Learning Objectives:

By the end of this module you should be able to:

- Understand your own role.
- Be able to work in ways that have been agreed with your employer.
- Understand working relationships in health and social care.
- Be able to work in partnership with others.



CARE CERTIFICATE

Module Title: Standard 2: Your Personal Development

Module Overview:

Personal development happens throughout your life. At work, it starts with agreeing your aims and objectives and thinking about your strengths and development needs. You then set goals so that you can meet your objectives and make the most of your talent.

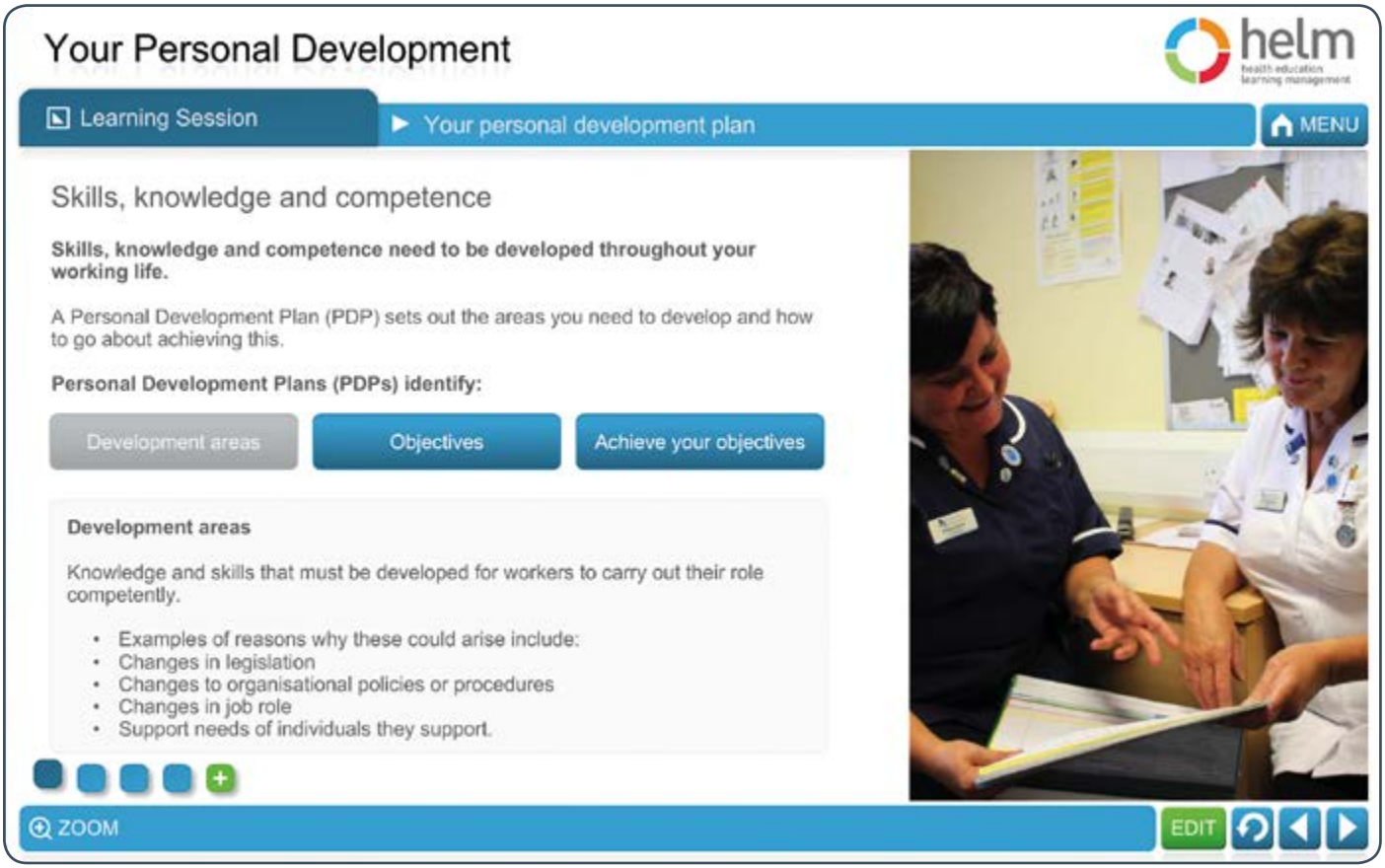
A personal development plan (PDP) is an action plan that helps you get organised, identifies learning and development needs to help you do your job better or help in your career, and then tracks progress.

For those new to health and social care, the Care Certificate is the beginning of your learning and will usually form part of your induction. All good employers will want to develop their workers further over time. A development plan to achieve this might be agreed during your induction period or during a review at a later point.

Learning Objectives:

By the end of this module you should be able to:

- Agree a personal development plan.
- Develop knowledge, skills and understanding.



CARE CERTIFICATE

Module Title: Standard 3: Duty of Care

Module Overview:

You have a duty of care to all those receiving care and support in your workplace. This means promoting wellbeing and making sure that people are kept safe from harm, abuse and injury.

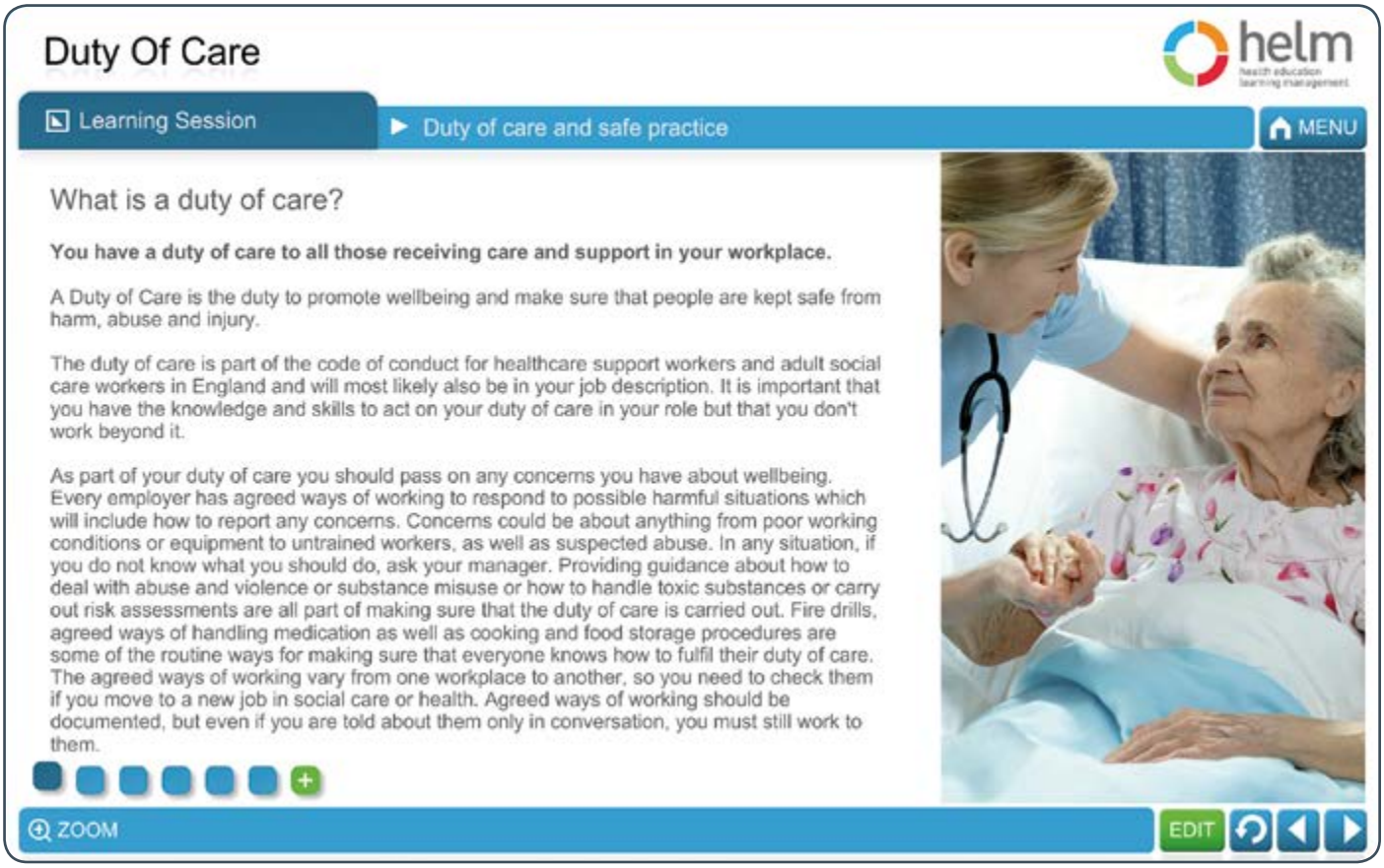
Duty of care is a legal requirement; you cannot choose whether to accept it. It applies as soon as someone has care or treatment. Breaking this duty, for example through negligence, could result in legal action.

Your duty of care is also to other workers, for example, in a hospital, to doctors, nurses and healthcare support workers but also to caterers, cleaners and maintenance workers. If you are a home care worker you will probably work alone in a variety of homes, but there may well be other people in the premises, as well as whoever you are there to support. Your duty of care is to each individual and to the other workers you come into contact with in the community.

Learning Objectives:

By the end of this module you should be able to:

- Understand how duty of care contributes to safe practice.
- Understand the support available for addressing dilemmas that may arise about duty of care.
- Deal with comments and complaints.
- Deal with incidents, errors and near misses.
- Deal with confrontation and difficult situations.



CARE CERTIFICATE

Module Title: Standard 4: Equality and Diversity

Module Overview:

Promoting equality and respecting diversity are central to life today. To provide care and support that meets the needs of everyone you have to understand what these terms mean and take account of them in your work.

Equality is about treating people alike according to their needs. You should make sure that everyone is given equality of opportunity. For example, you may need to give information in different formats (for example Braille) or make sure there is access to a building for an individual in a wheelchair.

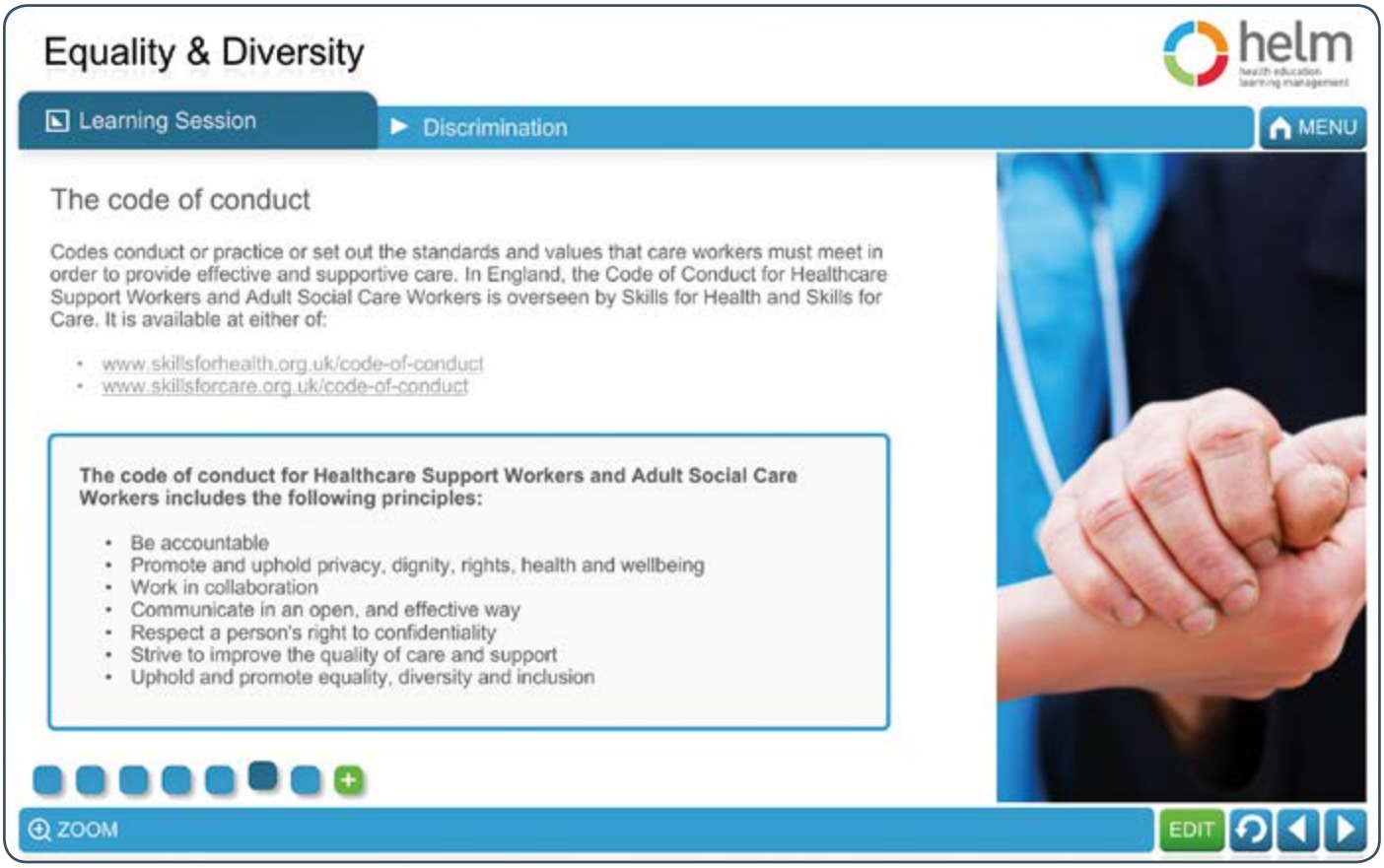
Diversity can be described as 'difference'. All individuals are different; the many different parts of a person's character and identity make them unique.

Examples of the things that make up diversity are: Age, Appearance, Ability, Disability, Job role, Health, Background, Gender, Family, Friends, Sexual orientation, Religion, Belief, Values, Culture, Race, National origins, Marital status.

Learning Objectives:

By the end of this module you should be able to:

- Understand the importance of equality and inclusion.
- Work in an inclusive way.
- Access information, advice and support about equality, diversity and inclusion.



CARE CERTIFICATE

Module Title: Standard 5: Work in a Person Centred Way

Module Overview:

Whether or not we are aware of it, we all live our everyday lives by a set of values that shape how we think and react. Values are beliefs and ideas about how people should behave which have been formed by our:

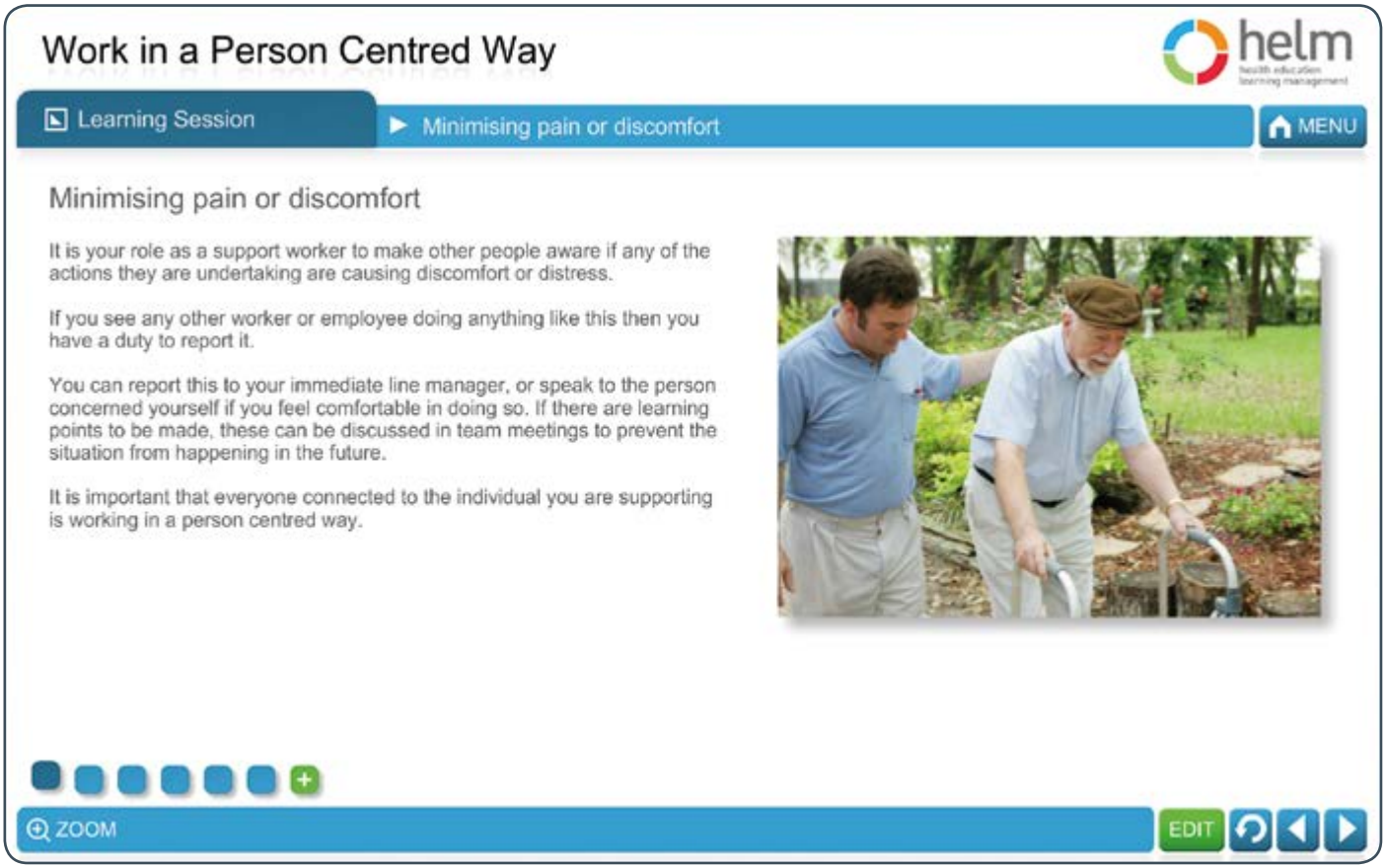
- Childhoods
- Families
- Backgrounds
- Cultures
- Religions
- Educations
- Relationships

Whilst we each have our own values there are values which are important for working in health and social care.

Learning Objectives:

By the end of this module you should be able to:

- Understand person centred values.
- Understand working in a person centred way.
- Demonstrate awareness of individual's immediate environment and make changes to address factors that may be causing discomfort or distress.
- Make others aware of any actions they may be undertaking that are causing discomfort or distress to individuals.
- Support individuals to minimise pain or discomfort
- Support the individual to maintain their identity and self-esteem
- Support the individual using person centred values.



Module Title: Standard 6: Communication

Module Overview:

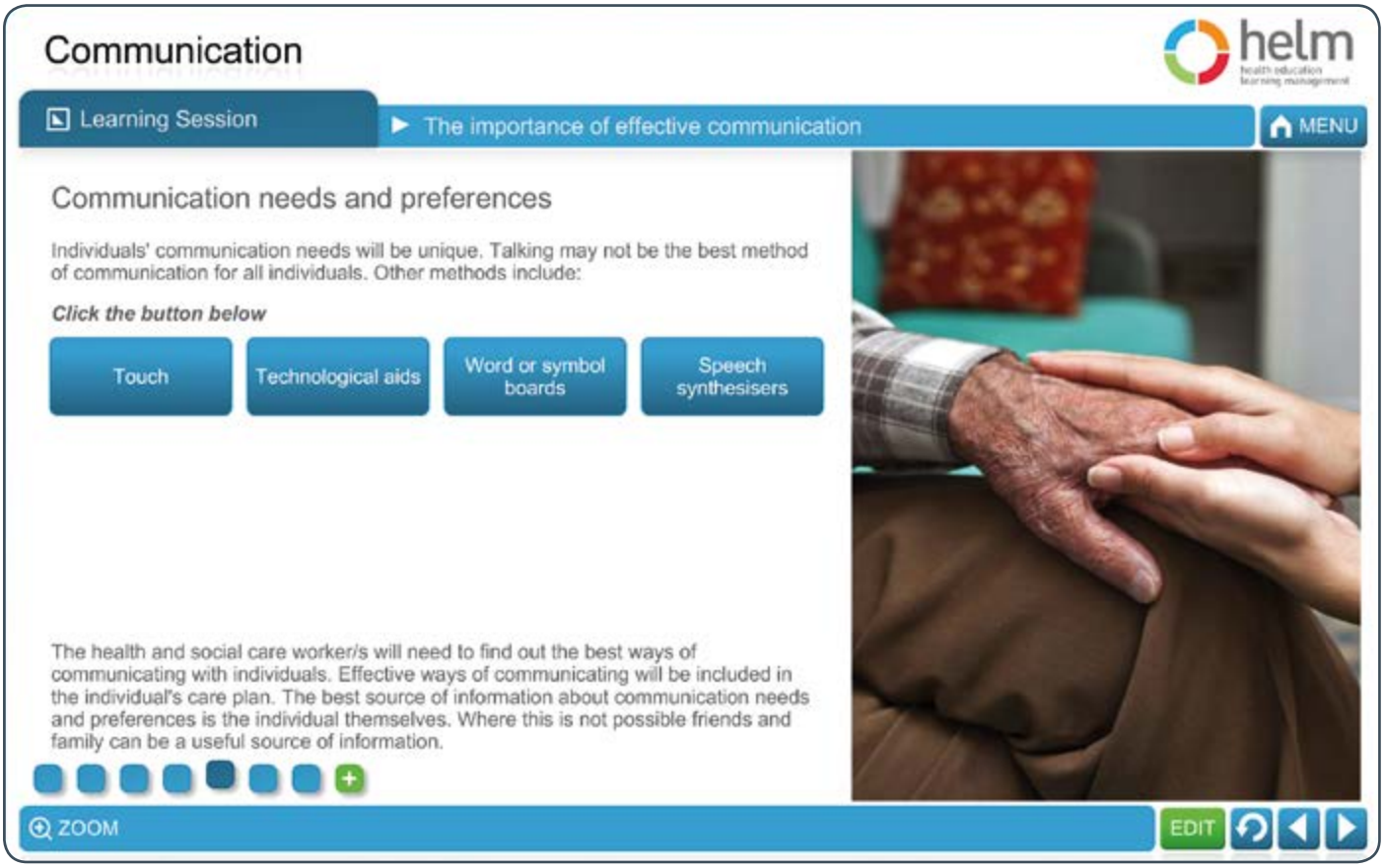
Good communication develops your knowledge and understanding about individuals and the part played by other workers so that the best care and support possible can be provided. It helps build working relationships where each person's views are valued and taken into account.

Communication is an essential part of a caring relationship and helps to encourage trusting relationships with other workers and families as well as the individuals you care for.

Learning Objectives:

By the end of this module you should be able to:

- Understand the importance of effective communication at work.
- Understand how to meet the communication and language needs, wishes and preferences of individuals.
- Understand how to promote effective communication.
- Understand the principles and practices relating to confidentiality.
- Use appropriate verbal and non verbal communication.
- Support the use of appropriate communication aids/ technologies.



CARE CERTIFICATE

Module Title: Standard 7: Privacy and Dignity

Module Overview:

Privacy: giving someone space where and when they need it.

Dignity: focusing on the value of every individual, including:respecting their views, choices and decisions, not making assumptions about how they want to be treated, working with care and compassion, communicating directly with the individual whenever possible.

The safeguarding and wellbeing of individuals are very important. As far as possible, you should get to know each individual; their background and ideas, wishes, likes and dislikes.

You should always provide personalised care and support that puts an individual at the centre of their care. You should enable them to be as independent as possible and respect their privacy and dignity. Working in this way reduces the risk of an individual being treated in a way that is degrading or harmful.

Learning Objectives:

By the end of this module you should be able to:

- Describe what is meant by privacy and dignity and any situations where an individual's privacy and dignity could be compromised and also how to maintain privacy and dignity in the work setting.
- Explain that your actions maintain the privacy of the individual.
- Describe ways of helping individuals to make informed choices and report any concerns you have to the relevant person.
- Demonstrate that you can support the active participation of individuals in their care.

Module Title: Standard 8: Fluids and Nutrition

Module Overview:

The things we eat and drink play a crucial role in our physical health and general wellbeing. The right sort of diet with the right balance of nutrients encourages our body to function normally, but also helps us feel fit and happy.

As a health or social care worker, it is part of your responsibility to display good practice in all aspects of hydration and diet. This includes:

- Safety and hygiene when preparing or serving food.
- Making sure food is nutritious and supports health.
- Supporting those you care for to eat and drink healthily and according to their needs.
- Addressing any difficulties people have around eating and drinking.
- Learning how to report any concerns you have about the levels or type of care people receive.
- In this module, we'll explore these topics in detail, looking at some practical ways in which you can offer support around diet and health.

Learning Objectives:

By the end of this module you should be able to:

- Understand the principles of hydration, nutrition and food safety.
- Support individuals to have access to fluids in accordance with their care plan.
- Support individuals to have access to food and nutrition in accordance with their care plan.

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CARE CERTIFICATE

Module Title: Standard 9: Mental Health, Dementia & Learning Disability

Module Overview:

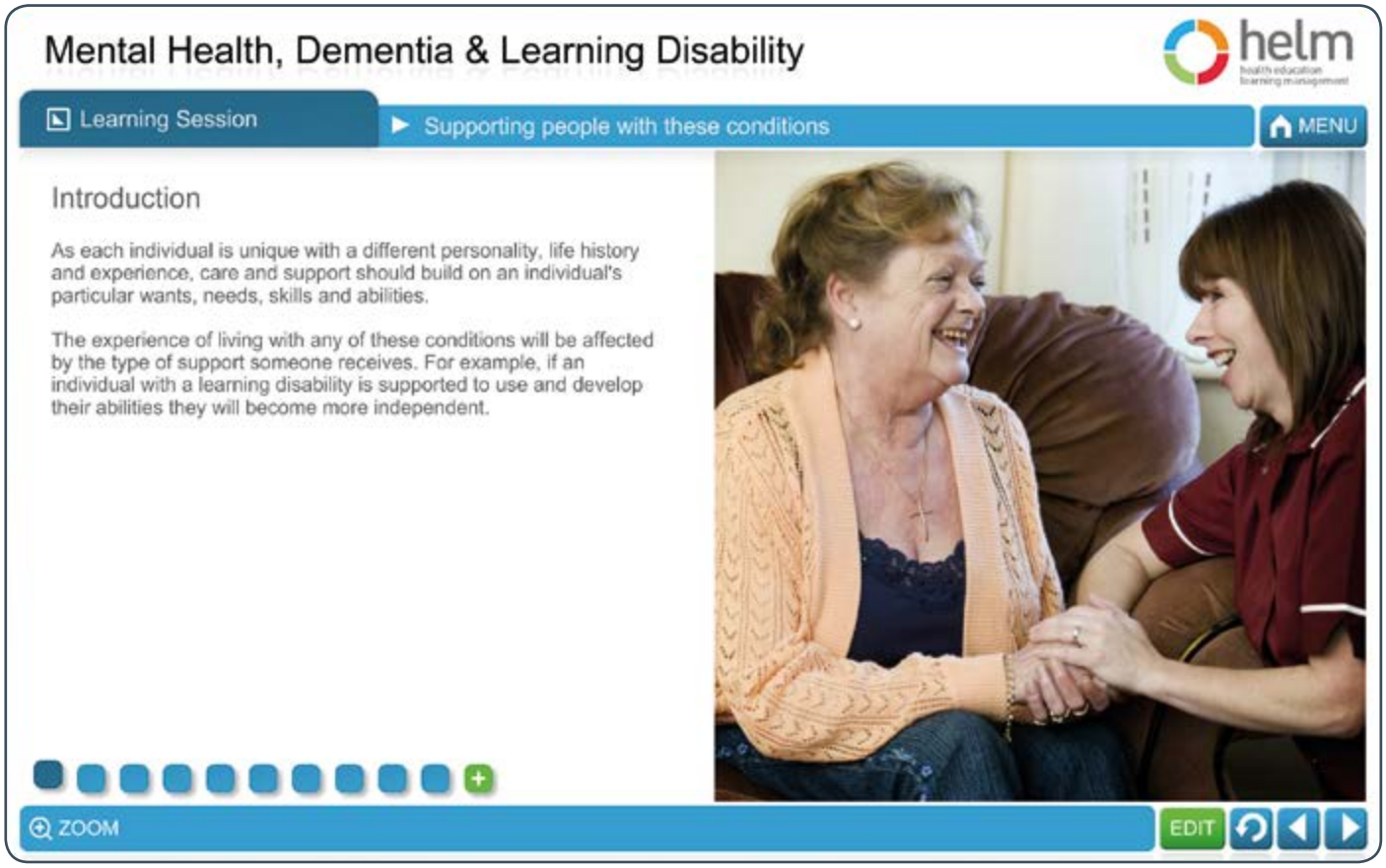
This standard aims to make you aware of people's experiences with - and the causes of - mental health conditions, dementia and learning disabilities.

While you may not be working in a role that directly supports people with mental ill health, dementia or learning disabilities, it is important for all health or social care workers to be aware of these conditions. This is so that any signs and symptoms you notice are passed on to other workers, and also to help you show compassion and understanding when you experience behaviour you find difficult to understand or respond to.If your organisation provides care and support for individuals with mental health conditions, dementia or learning disabilities, further specialist training should be provided. This will help you to deepen your knowledge, and develop your skills and abilities to meet the needs of your role. It may include opportunities to undertake specialist qualifications. Speak to your manager for more information.

Learning Objectives:

By the end of this module you should:

- Understand the needs and experiences of people with mental health conditions, dementia or learning disabilities:
- Understand the importance of promoting positive health and wellbeing for an individual who may have a mental health condition, dementia or learning disability.
- Understand the adjustments that may be necessary in care delivery relating to an individual who may have a mental health condition, dementia or learning disability.
- Understand the importance of early detection of mental health needs, dementia and learning disabilities.
- Understand legal frameworks, policy and guidelines relating to mental health needs, dementia and learning disabilities.
- Understand the meaning of mental capacity in relation to how care is provided.



Module Title: Standard 10: Safeguarding Adults

Module Overview:

The Care Act 2014 defines adult safeguarding as protecting an adult's right to live in safety, free from abuse and neglect.

Safeguarding is about people and organisations working together to prevent and stop both the risks and the actual experience of abuse or neglect. Safeguarding balances the right to be safe with the right to make informed choices, while at the same time making sure that the adult's wellbeing is promoted. This includes taking the person's views, wishes, feelings and beliefs into consideration in deciding on any action. Health and social care organisations have particular responsibilities, but every worker has a part to play.

Learning Objectives:

By the end of this module you should be able to:

- Understand the principles of Safeguarding Adults.
- Reduce the likelihood of abuse.
- Respond to suspected or disclosed abuse.
- Protect people from harm and abuse and locally and nationally.

CARE CERTIFICATE

Module Title: Standard 11: Safeguarding Children

Module Overview:

Child protection and safeguarding is everyone's responsibility: it is not only childcare workers that have a duty to promote the welfare of children and protect them from harm.

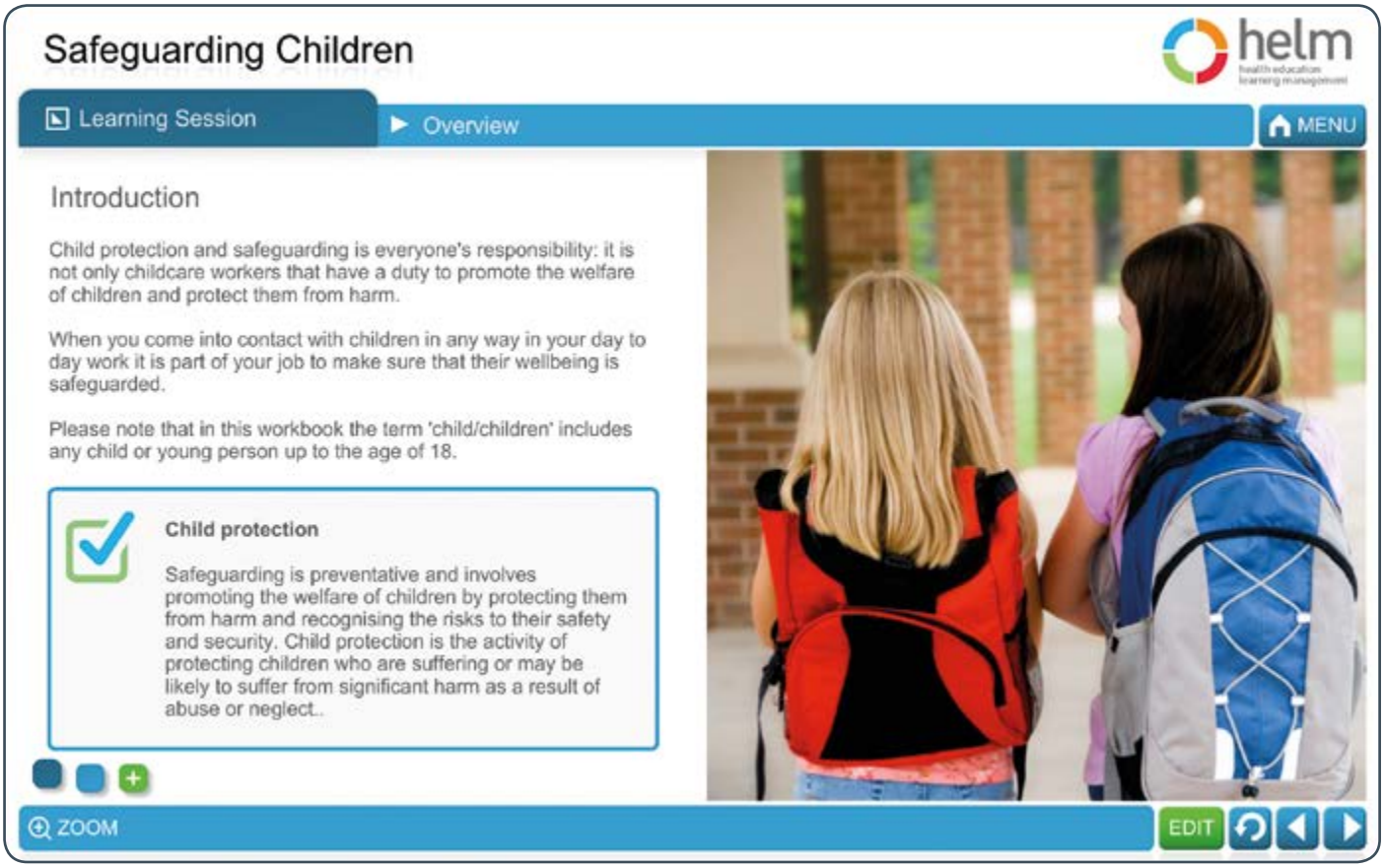
When you come into contact with children in any way in your day to day work it is part of your job to make sure that their wellbeing is safeguarded.

Please note that in this workbook the term 'child/ children' includes any child or young person up to the age of 18.

Learning Objectives:

By the end of this module you should be able to:

- Recognise potential indicators of child maltreatment - physical, emotional, sexual abuse and neglect including radicalisation, child trafficking and FGM.
- Understand the impact a parent/ carer's physical and mental health can have on the well-being of a child or young person, including the impact of domestic violence.
- Understand the importance of children's rights in the safeguarding/ child protection context.
- Know what action to take if you have concerns, including to whom you should report your concerns and from whom to seek advice.
- Demonstrate an understanding of the risks associated with the internet and online social networking.
- Understand the basic knowledge of legislation (Children Acts1989, 2004 and the Sexual Offences Act 2003).



Module Title: Standard 12: Basic Life Support

Module Overview:

The topic of basic life support can be a sensitive subject. If you find anything distressing in the course, please take a break and discuss this with your line manager or supervisor.

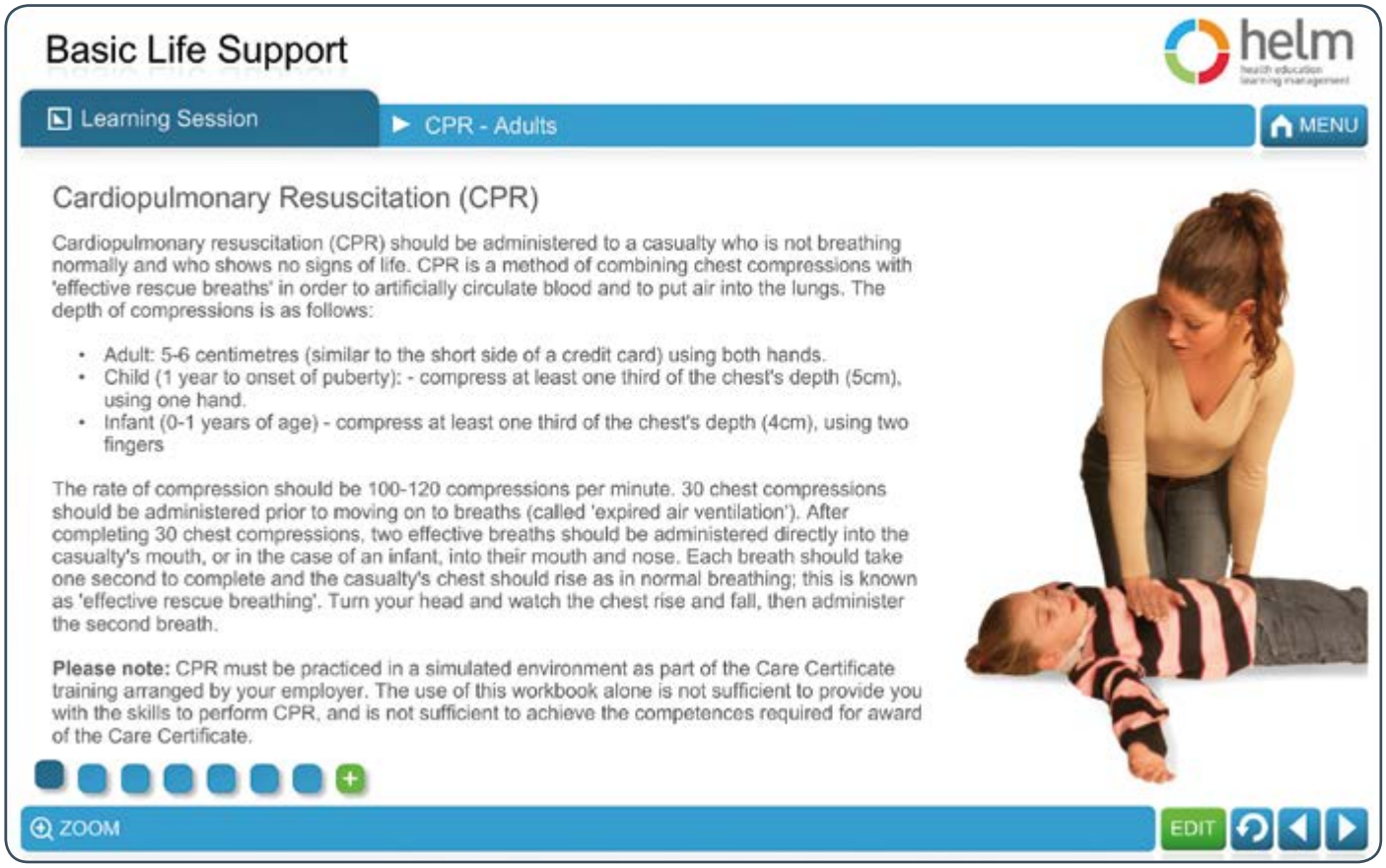
The Emergency Medical Services (EMS) can, in some cases, take 8-12 minutes to arrive, if not longer in more rural areas or difficult to reach places. During this time it is important that as a bystander, should you be present at the scene of an incident, you know how to put into place the appropriate resuscitation skills - Cardiopulmonary resuscitation (CPR).

Basic life support refers to maintaining the airway and the support of breathing and circulation. This is basic support that you may be called upon at any time to attempt resuscitation on a relative, neighbour, colleague or any other member of the public.

Learning Objectives:

By the end of this module you should be able to:

- Carry out basic life support.
- Complete practical Basic Life Support Training that meets the UK Resuscitation Council guidelines. (If working with adults in health and social care they will undertake training in adult basic life support. If working with paediatric patients in health they will undertake training in paediatric basic life support. If working with newborn patients in health they will undertake training in newborn life support.



Module Title: Standard 13: Health and Safety

Module Overview:

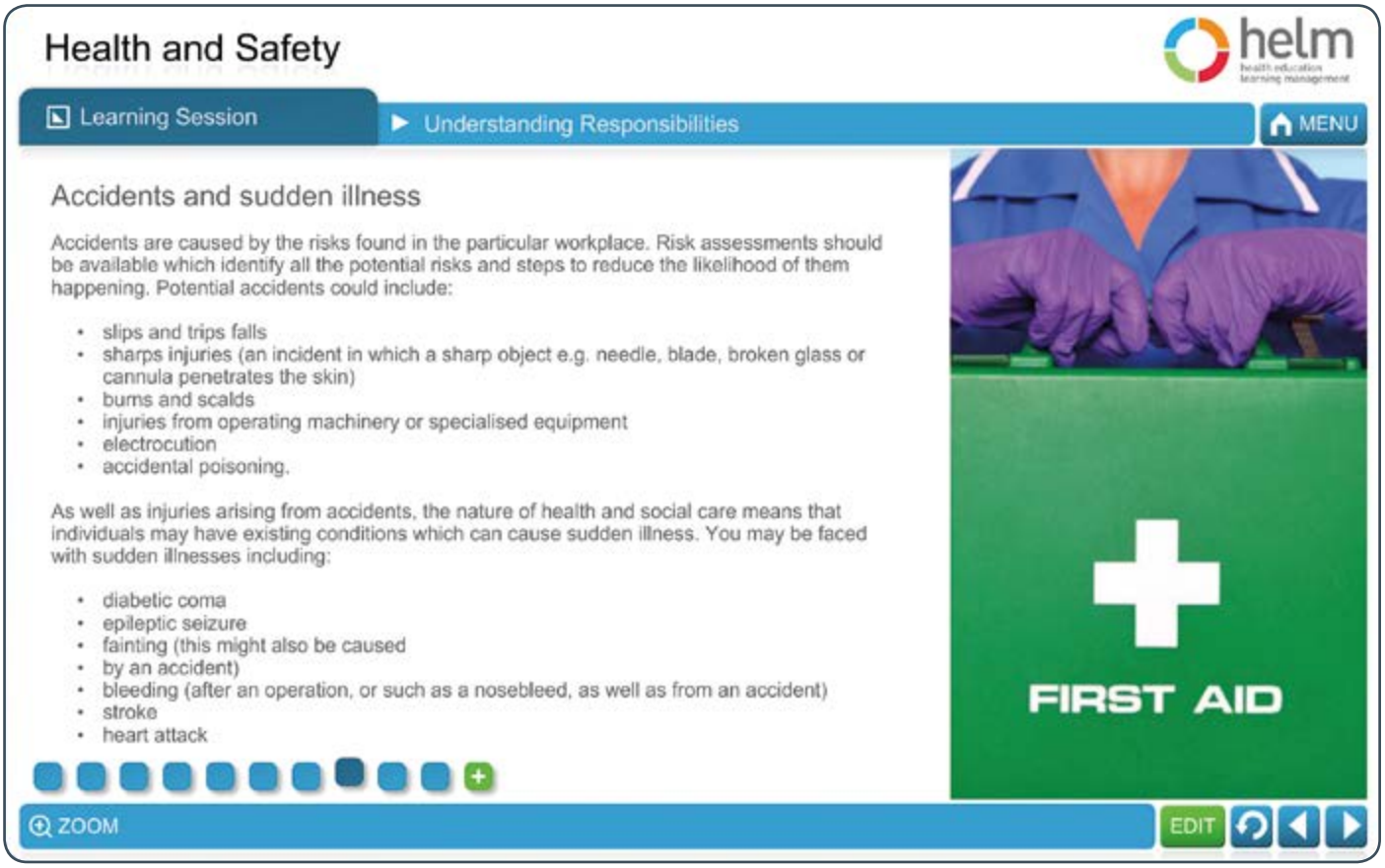
Legislation relating to general health and safety in health and social care.

The main reason for health and safety legislation is to protect people at work and those who are affected by work activities. Legislation (that is, laws) is made so that everyone in society knows which behaviours are acceptable and which are not. Laws cover all aspects of our lives including protecting the health and safety of people at work and those affected by work activities including those who receive care and support.

Learning Objectives:

By the end of this module you should be able to:

- Understand their own responsibilities, and the responsibilities of others, relating to health and safety in the work setting.
- Understand Risk Assessment.
- Move and assist safely.
- Understand procedures for responding to accidents and sudden illness.
- Understand medication and healthcare tasks.
- Handle hazardous substances.
- Promote fire safety.
- Work securely.
- Manage stress.



CARE CERTIFICATE

Module Title: Standard 14: Handling Information

Module Overview:

Confidentiality is a very important right of individuals who receive care and support. It is part of the relationship of trust that individuals have with healthcare support workers and adult social care workers.

Within your role, it is important that you are able to record, store and share information within the legal framework and in accordance with your organisation's policies and procedures.

This is referred to as agreed ways of working. Not doing this could put yourself and your clients in a position of danger and harm.

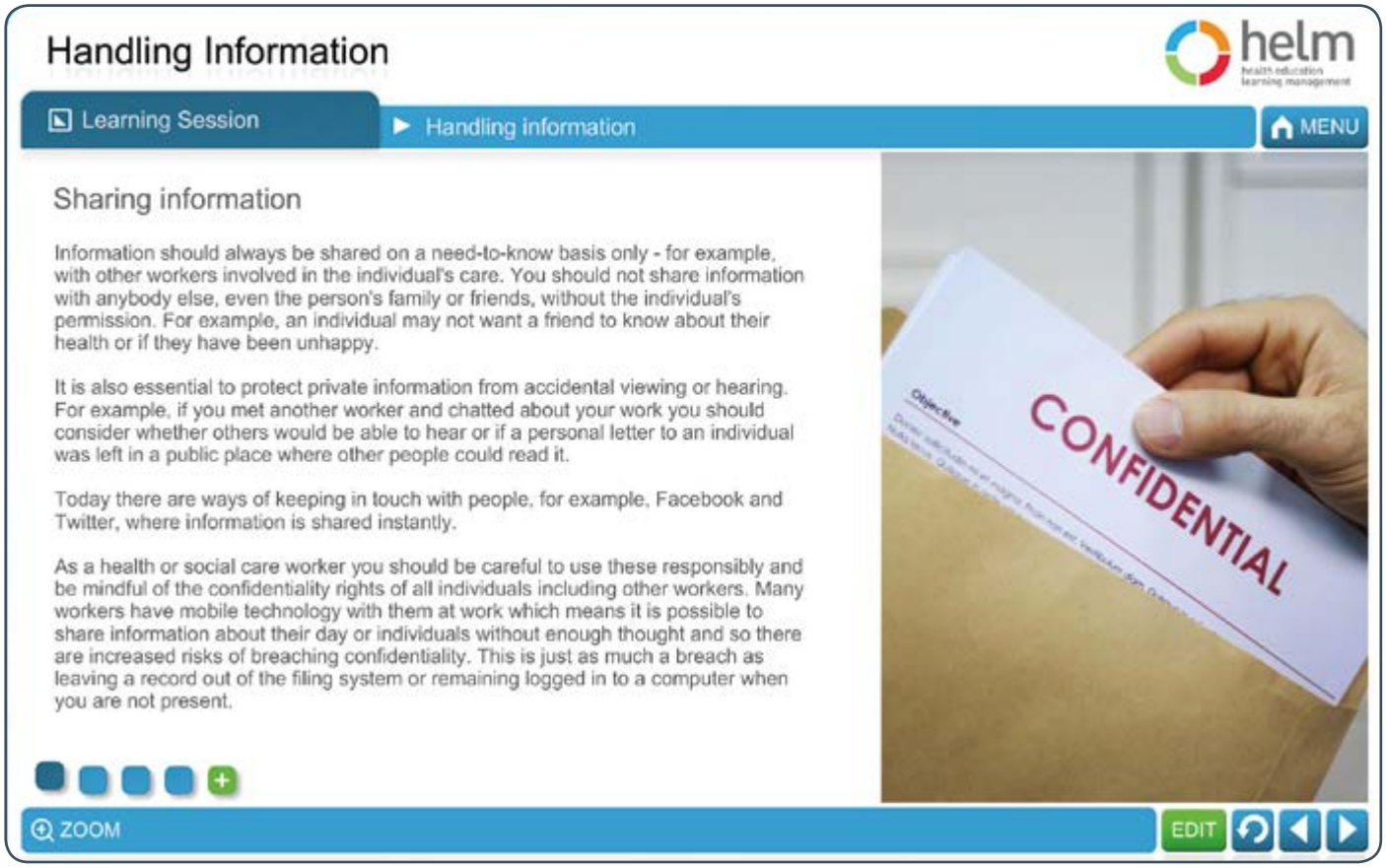
Ways of working exist to benefit and protect you, the clients you support and your organisation. As well as pieces of legislation, policies and procedures are also essential pieces of information that will support you to do this.

It is also important that you know how to deal with requests for information and the codes of practice you must follow.

Learning Objectives:

By the end of this module you should be able to:

- Handle information correctly.
- Know the difference between confidentiality and data protection.



CARE CERTIFICATE

Module Title: Standard 15: Infection Prevention and Control

Module Overview:

Infection control is about controlling the spread of communicable disease between people. Infection and infectious diseases in humans are caused when harmful germs, known as pathogens (orpathogenic micro-organisms), enter the body and grow. These micro-organisms are so small they can only be seen by using a microscope.

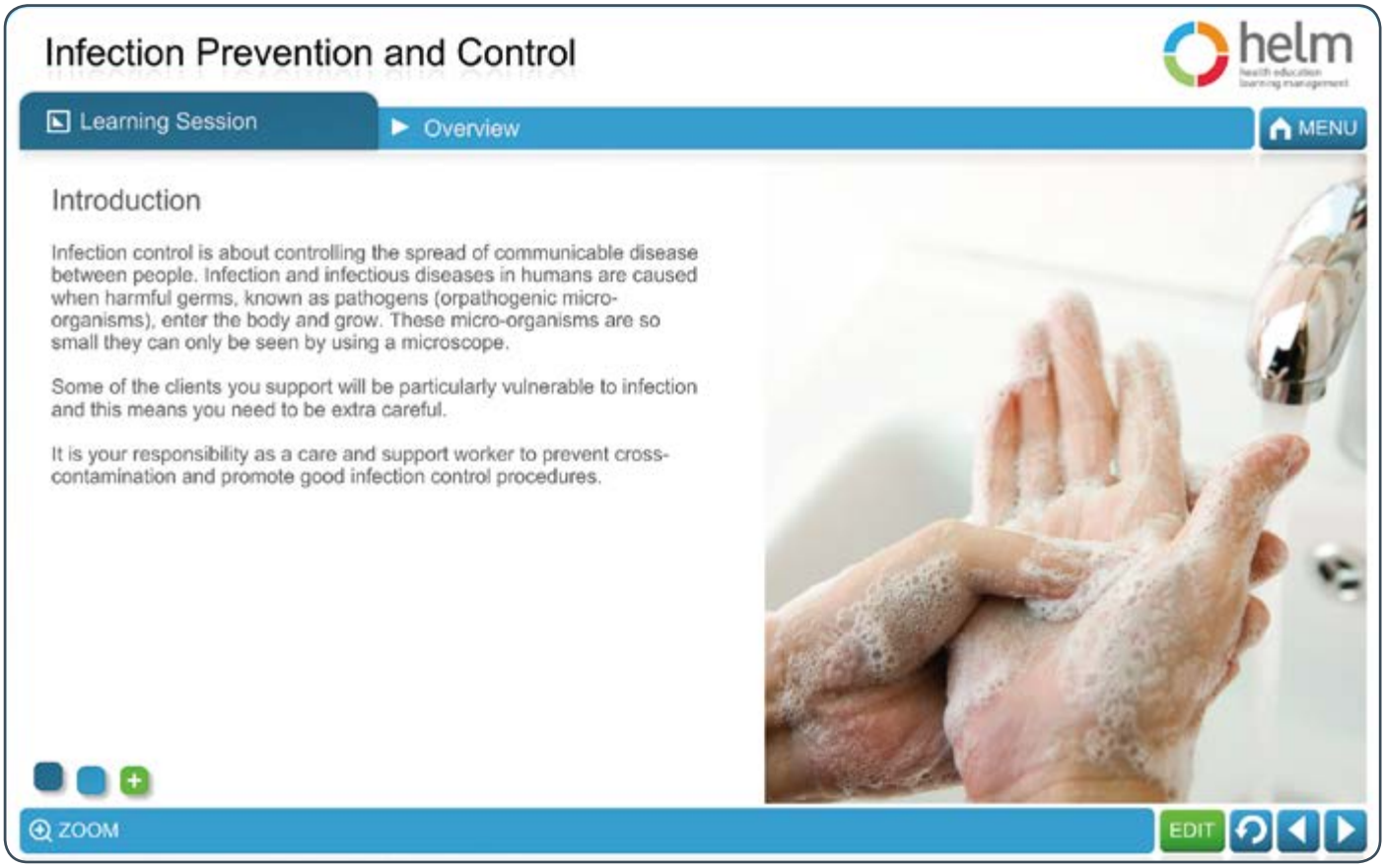
Some of the clients you support will be particularly vulnerable to infection and this means you need to be extra careful.

It is your responsibility as a care and support worker to prevent cross-contamination and promote good infection control procedures.

Learning Objectives:

By the end of this module you should be able to:

- Understand and demonstrate the standard infection prevention precautions relevant to your role including:
- Understand the importance of hand hygiene.
- Understand the importance of personal protective equipment.
- Demonstrate management of occupational exposure.
- Demonstrate management of the Environment.

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>
> Saving time, not only helps us save money, but also means clinical staff have more time to deliver better quality, patient centred care.

ED THURLOW - Core Training Lead -
The Learning and Organisational Development Team
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> These are engaging and informative packages which take participants on a structured and fun learning journey whilst also valuing the importance of high quality education and training.
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